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ABSTRACT

The handbook presents activities to aid elementary school classroom teachers as they develop and implement cultural arts lessons. A cultural arts program is interpreted as a way to help students develop perceptual awareness, build a basic vocabulary in some art cultural form, evaluate their own works of art, appreciate creative expressions, and think divergently through experiences in creative expression. Activities are presented in seven categories--visual art, arts and crafts, ethnic crafts, sculpture and modeling, collage, textures, and photography. Activities include finger printing, relief printing, making geometric designs, mosaics, creating string and box sculptures, tracing rubbings, cutting out paper silhouettes, and designing wooden jewelry. Many activities direct students to produce ethnic art forms including early American Shaker rugs, Czechoslovakian dolls, French puppets, Greek straw scenes, Irish felt painting, Spanish fishnets, and Ukrainian glass paintings. For each activity, information is presented on objectives, background, cultural derivation, procedures, materials, number of students involved, and additional related activities. While participating in the activities, students work in a variety of art media including crayon, pencil, chalk, charcoal, watercolor, and tempera paint. They also become familiar with artistic uses for materials such as newsprint, shelf paper, tissue, contact paper, yarn, soap, egg cartons, and paper plates. (DB)

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CULTURAL ARTS HANDBOOK

AUGUST 1978

PLANNED AND PREPARED BY

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ART WORK AND LAYOUT - MARY-ANN BRUNNER

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INTRODUCTION

The following report was written September 1976, by the New York State Ad Hoc Committee for "Integrating the Arts into General Education."

The arts[1] are a means for expressing and interpreting human experiences. Quality education of individuals is complete only if the arts are part of the daily teaching and learning process.

The infusion of the arts in the elementary, secondary and continuing education curriculum is a key to the humanistic development of students. Their creativity, acculturation, and sensitivity to self and society will be developed through their own self-understanding and self-fulfillment in the arts.

The arts should be studied and experienced not only for their intrinsic worth but also for their impact on the learning process. A comprehensive educative program includes visual, aural and kinesthetic arts, using multi-sensory appeals and approaches in order to achieve aesthetic and practical goals as well as to develop conceptual and functional relationships among all areas of the curriculum.

The educational outcomes that are the particular responsibility of the school are listed in the following goals[2] for Elementary, Secondary and Continuing Education in New York State:

1. Goal: Mastery of the basic skills of communication and reasoning essential to live a full and productive life.

2. Goal: Ability to sustain lifetime learning in order to adapt to the new demands, opportunities, and values of a changing world.

3. Goal: Ability to maintain one's mental, physical, and emotional health.

4. Goal: Understanding of human relations--respect for and ability to relate to other people in our own and other nations--including those of different sex, origins, cultures and aspirations.

5. Goal: Competence in the processes of developing values--particularly the formation of spiritual, ethical, religious and moral values which are essential to individual dignity and a humane civilization.

[1]"Arts" includes, but is not limited to, dance, drama, music, and the visual arts such as painting, sculpture, photography and graphics. Department of Health, Education and Welfare Federal Register, Vol. 40, No. 126; June 30, 1975.

[2]These goals were established by the Regents in the February 1974 publication, "Goals for Elementary, Secondary and Continuing Education in New York State."

6. Goal: Knowledge of the humanities, social sciences and natural sciences at a level required to participate in an ever more complex world.

7. Goal: Occupational competence necessary to secure employment commensurate with ability and aspiration and to perform work in a manner that is gratifying to the individual and to those served.

8. Goal: Knowledge and appreciation of our culture and capacity for creativity, recreation and self-renewal.

9. Goal: Understanding of the processes of effective citizenship in oder to participate in an contribute to the government of our society.

10. Goal: Knowledge of the environment and the relationship between one's own acts and the quality of the environment.

How then may the arts contribute to the goals of the regents?

1. The arts provide a medium for personal expression, a deep need experienced by children and adults alike. Children's involvement in the arts can be a strong motivating force for improved communications through speaking and writing as well as through the various arts forms.

2. The arts focus attention and energy on personal observation and self-awareness. They can make children and adults more aware of their environment and help to develop a stronger sense of self and a greater confidence in the individual's abilities. Through increased self-knowledge, children are more likely to be able to command and integrate their mental, physical and emotional faculties and cope with the world around them.

3. The arts are a universal human phenomenon and a means of communication. Involvement in the arts, both as a participant and an observer, can promote a deeper understanding and acceptance of the cultures of various races, religions and cultural traditions.

4. The arts involve the elements of sound, movement, color, mass, energy, space, line, shape and language. These elements, singly or in combination, are common to the concepts underlying many subjects in the curriculum. For example, exploring problems in mathematics and science through the arts can increase the understanding of the process and the value of both.

5. The arts embody and chronicle the cultural, aesthetic and social development of the human person. Through the arts, children can become more aware of their own cultural heritage in a broad historical context. Arts institutions, cultural organizations and artists have a vital role to play in the education of children, both in schools and in the community.

6. The arts are a tangible expression of human creativity and, as such, reflect man's perceptions of his world. Through the arts, children and adults can become more aware of their own creative and human potenial.

7. The various fields of the arts offer a wide range of career choices to young people. Arts in education programs provide opportunities for students to explore the possibility of becoming a professional such as an actor, dancer, musician, painter, filmmaker, architect or teacher. There are also many lesser known opportunities in arts-related technical areas such as lighting engineer, costumer in a theatre, or a specialist in designing and installing exhibitions in museums. Other opportunities lie in administrative and educational work in arts organizations such as museums, performing arts groups, and arts councils.

8. The arts can contribute substantially to special education. Educational programs emphasizing the arts and the creative process are being developed for students with learning disabilities such as the retarded and handicapped. These programs are conceived as alternative approaches to learning for youngsters who may have problems in adjusting to more traditional classroom situations. The infusion of the arts into the general education of all children also encourages the identification of talented youngsters whose special abilities may otherwise go unnoticed or unrecognized.

9. The arts, as a means for personal and creative involvement by children and teachers, are a source of pleasure and mental stimulation. Learning as a pleasant, rewarding activity is a new experience for many young people and can be very important in encouraging positive attitudes toward schooling.

10. The arts are useful tools for everyday living. An understanding of the arts provides people with a broader range of choices about the environment in which they live, the life-style they develop, and the way they spend their leisure time.

In a technological age, it is imperative that a humanistic balance be effected so that each person utilizes this knowledge for the well-being of all. It is time for society to recognize the importance of the arts in general education by providing an adequate level of funding and staffing. We call upon all constituencies to support this concept.

CULTURAL ARTS PHILOSOPHY

Prepared by: Kathleen A. Pistone, Coordinator of Elementary Education

The Cultural Arts suggested curriculum is based upon the following philosphy.

CHILD OUTCOMES

Elementary Students in Cultural Arts Program are encouraged to:

- -develop perceptual awareness, i.e., the ability to differentiate and interpret the sensory and compositional elements in the world around them
- -have a basic vocabulary in some art cultural form (art, crafts, movement, drama and other areas designated by teacher)
- -develop a set of criteria for evaluating their own works of art
- -develop appreciation for others' creative expressions
- -develop skills in communicating ideas and feelings in visual art, music, dance/movement and drama and/or other areas such as crafts, etc.
- -develop ability to think divergently through experiences in creative expression
- -develop a positive self-image through active involvement in arts experiences

TEACHER OUTCOMES

Participating Cultural Arts teachers are encouraged to:

- -provide the stimuli, time, space and structure through which students observe, respond and create in the cultural arts
- -provide opportunities for students to practice and refine skills and understandings
- -use the arts to support and enhance student's growth and development and to identify student's developmental levels
- -draw students' attention to the aesthetic dimension of the environment and of all areas of study
- -use the arts to reinforce learning in other curriculum areas

CHARACTERISTICS OF THE CULTURAL ARTS PROGRAM

The training philosophy of the Cultural Arts Program is designed to encourage teachers to provide quality cultural arts lessons in which:

I. students are actively involved in perceiving and expressing

A. materials, content, and introduction of lesson motivate students to participate
B. perceptions and expressions are reinforced whenever possible through more than one of the senses, e.g., students reproduce shapes they see in a painting with their bodies

II. student's perceptions are developed and refined; students are encouraged to look at their world with a new vision

A. perceptions of arts elements and their relationships are translated to verbal or nonverbal expressions
B. differentiation of perceptions is refined through questioning
C. observations are related to the known - to the self and the environment

III. students combine elements in a structured way to create a composition

IV. students evaluate their own work against criteria they have developed

A. evaluation is part of the entire process - not necessarily left to the end

V. the teacher is flexible and builds upon students' unique contributions

VI. time is allotted for experimentation and revision

STAFF DEVELOPMENT CURRICULUM

Philosophically Cultural Arts teachers are encouraged to meet these goals and provide quality cultural arts lessons

I. develop skills and knowledge in some of the arts area

A. have a basic vocabulary and knowledge in various art forms
B. develop skills in the art form

1. develop perceptual awareness
2. develop ability to create and express in the art form

II. recognize the value of the arts in the classroom

A. understand how art forms can contribute to students' cognitive, affective, psychomotor, perceptual and volitional development
B. recognize how arts experiences can provide a wide variety of avenues for learning, thus enabling all students to succeed

III. develop ability to incorporate the arts into their teaching

A. be able to identify possibilities for arts activities in the curriculum and the environment
B. know what arts activities are appropriate for students' various levels of development
C. be able to design and implement lessons which:

1. have clear directions for use of space, time and materials, e.g.:
   - Limitations and problems are carefully thought through ahead of time.
   - Materials are limited and prepared ahead of time.
   - Procedures for set-up, distribution, participation, and clean-up are consistent.
   - Clarity of instructions is checked out before active participation begins. Time is allowed for students' questions about procedures.
   - When management problems arise, students identify source of problem and help resolve problem.
   - Students are given some responsibility for maintenance of supplies and equipment.
   - Divergence from instructions is encouraged when conducive to thoughtful participation.
2. encourage thoughtful participation, e.g.:
   - Teacher models, mutual respect, seriousness, thoughtfulness, and a sense of committment to the art form which helps students value the experience.
3. develop perceptual discrimination, e.g.:
   - Teacher elicits perception of content, elements, technique, mood.
   - Teacher pursues children's responses, rather then accepting pat answers, or rejecting "wrong" answers.
   - Children compare several works or parts of a work or performance.

4. encourage divergent thinking, e.g.:
   - Teacher allows time and materials for experimentation.
   - When children are sharing, teacher points out variety of solutions to same problem.
   - Teacher notices unusual responses - unusual combinations - different approaches.
5. encourage self-evaluation

D. be able to evaluate effectiveness of lessons

I. Vocabulary and Concepts

The teacher will be able to identify and discuss the properties of line, shape, color, texture, form and composition as they appear in visual art products and the environment.

II. Skills

The teacher should:

A. participate in the art process by creating examples of drawing, painting, collage, printmaking and sculpture
B. analyze and compare works of art representing various periods, styles and cultures
C. arrange an aesthetically pleasing environment
D. analyze the thought processes involved in art production
E. be familiar with the natural development of children's art

III. Value

The teacher should:

A. recognize how visual art experiences provide:
   1. methods for organizing thinking and ordering experience
   2. bases for language development
   3. opportunities for interaction among students and teachers
   4. indicators of learning

B. recognize the importance of providing ongoing experiences in visual art as methods for expanding students' horizons and abilities
C. recognize how visual arts experiences allow for students' self-assertion and personal impact on the environment
D. recognize how art activities can foster appreciation of diverse viewpoints
E. recognize how visual art can provide alternate avenues for learning to meet diverse individual learning styles

IV. Teaching Skills

The teacher should:

A. help students to visually translate, interpret and extend ideas and imaginations
B. guide discussions which train students to discriminate and differentiate visual properties in artworks - both children's and masterworks - and in the environment
C. help students develop and refine aesthetic sensibilities and judgements
D. help students to define images, making them explicit so that they may be retained and summoned in a variety of circumstances
E. develop techniques to guide students' self-evaluation of art products
F. emphasize experimentation and an open-ended lesson format
G. relate to students' art achievements in ways which enhance their self-concept
H. be able to select material from other curriculum areas appropriate for relating to visual art concepts and activities
I. be able to structure art activities for language development
J. select and distribute art materials appropriate for students' levels
K. know how to mat and display works of art

Children need to learn how to express their own feelings and unique perspectives through making pictures and designs, creating a form or rearranging found materials into a pleasing pattern.

Art Supplies: The following list is only a starting point - it would be literally impossible to include all available art materials. Children will invent their own ways to use, combine and create with a selection of diverse materials.

THINGS TO DRAW WITH: Crayons, pencils, chalk, charcoal, pens, inks, watercolors, tempera paint, finger paint, felt tip pens.

PAPER: Newsprint, construction paper, tissue, cellophane, oaktag and poster board, aluminum foil, waste paper, shelf paper, wallpaper samples, newspaper, magazines, wrapping paper, scraps from printers, contact paper.

SCRAPS FROM HOME, FACTORY OR TRASH CAN: Yarn, string, ribbon, burlap, felt, materials, rugs, fur, telephone wire, leather, wood, old stockings and socks, rubber, inner tubes, sponges, old sheets, wire mesh, paper bags and boxes of all sizes and shapes, styrofoam meat trays, wire hangers, tubes (mailing, towel and toilet paper) window shades, popsicle sticks, cans, jars, plastic tubs, soap, spools, egg cartoons, paper plates.

PRINTMAKING

Making a print requires three basic elements:

1. A shape or character, with which to make a mark, 2. A medium (such as ink or paint) with which the mark is printed, and 3. A surface on which to print.

An unlimited supply of objects....either scrap or still in use objects....are available for use as printing forms, and any one object may be used in repetition or combined with several other objects to make a composition. The printing medium may be regular printing ink, tempera paint, acrylics, or a stamp pad. The painting surface may be a fabric, wood, cardboard, or any paper, including printed newspaper. Try tissue paper, wrapping paper and paper towels.

FROM - ART FROM SCRAP
Carl Reed and Joseph Orze
Davis Publishing., 50 Portland Street
Worcester, Mass. 01608 p.11

2. Printmaking is easy and yet challenging. The ability to repeat a pattern can lead to the creation of original greeting cards, notepaper etc. Printmaking invites exploration and experimentation.

Why not try making a print of bottlecaps, screws, wood scraps, sponges, leaves, gears, cloth scraps, cans, tubes, string, paper clips, buttons, feathers, fish bones, tennis balls, dominoes, puzzle pieces, keys, potatoes, onions, carrots, pencils, erasers, combs, shells, fingers, scissors, forks, knives, spoons, potato peelers, clothespins, bark, flowers, brushes, rubberbands, corrugated cardboard, matches, yarn, twine, washers, safety pins, nuts and bolts, screw eyes, pebbles, beans, styrofoam, rice, noodles, spools, apples, seeds, toothbrushes, popsicle sticks...

CULTURAL ARTS

SUGGESTED ACTIVITIES

TEACHER _____ SUBJECT Arts and Crafts MAJOR TOPIC Finger Prints

OBJECTIVES SKILL:

Using a fingerprint the child will create original works of art.

ACTIVITY

1. Make a print of each finger by pressing finger on stamp pad, or paint fingertip with tempera paint.
2. Press finger on clean paper.
3. When print is dry use simple lines with a felt tip pen or crayons to create animal forms, flowers or other patterns from the fingerprint.

VARIATION:
TRY A FOOT PRINT!

MATERIALS

1. Stamp pad or tempera paint.
2. Felt tip pen or crayons.
3. Fingers.
4. Paper.

OBJECTIVES: CHECK ONE OR MORE THAT APPLIES

_____VALUING x AFFECT x REASONING SKILLS _____INTERDISCIPLINARY _____PERFORMING ARTS

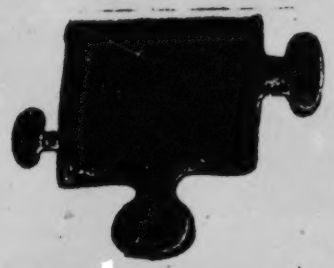
CULTURAL ARTS
SUGGESTED ACTIVITIES

TEACHER _____ SUBJECT Arts and Crafts MAJOR TOPIC Press Prints

OBJECTIVES SKILL: Using a single object at a time the children will create various designs with a print media.

Suggestions:

1. Repeat form in one color.
2. Repeat form in a number of different colors.
3. Repeat form using many combinations of forms and colors.
4. Random repetition.
5. Overlapping shapes of similar or related colors.



ACTIVITY

1. Press object such as a bottle cap into a stamp pad or brush tempera paint on its surface.
2. Press object (ink or paint side down) onto a clean sheet of paper
3. Press firmly with a spoon, finger or cardboard (don't let it slip)
4. Repeat process to create a design or pattern.

MATERIALS

1. Stamp pad or tempera paint.
2. Clean paper.
3. Spoon or cardboard to work as a bracer.

Variety of Objects - sponge, rubber animal, bottle caps, clothespins, puzzle pieces.

OBJECTIVES: CHECK ONE OR MORE THAT APPLIES

_____VALUING x AFFECT x REASONING SKILLS x INTERDISCIPLINARY x PERFORMING ARTS

CULTURAL ARTS
SUGGESTED ACTIVITIES

TEACHER _____ SUBJECT Arts and Crafts MAJOR TOPIC Relief Printing

OBJECTIVES SKILL:

To create a relief print design from a pattern cut from a raw potato.

ACTIVITY

1. Cut potato smoothly in half.
2. Paint a simple block design on face of potato half.
3. Cut away all the potato around the design. (1/4" deep is enough).
4. Use ink or paint on the raised design and print.

VARIATIONS:
Instead of a potato experiment with scraps, cut and mount designs from inner tubing, felt, styrofoam, wood, etc. Place designs on any sturdy backing. Ink or paint may be used to print.

Use the prints for an album, writing paper, envelopes, decorative designs, gift-wrapping paper, notebook cover, book labels, bookmarks, place cards.

MATERIALS

1. Raw potatoes cut in half.
2. Paints.
3. Small knife.
4. Clean paper.

OBJECTIVES: CHECK ONE OR MORE THAT APPLIES

28 VALUING x AFFECT x REASONING SKILLS x INTERDISCIPLINARY PERFORMING

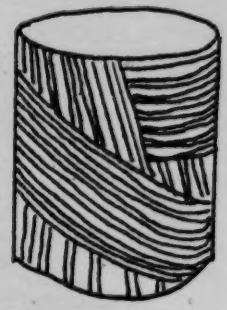
CULTURAL ARTS
SUGGESTED ACTIVITIES

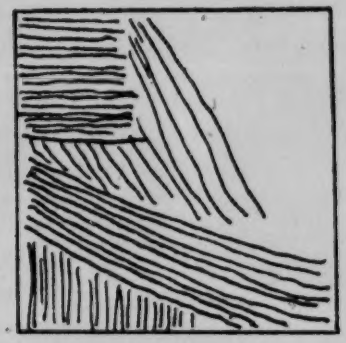
TEACHER _____ SUBJECT Arts and Crafts MAJOR TOPIC Relief Prints

OBJECTIVES SKILL:

will produce original handmade designs and pictures by printing from a raised surface.

A *brayer* is an extremely useful (and sometimes necessary) piece of equipment for printing. Brayers can be found in any art supply store; you should be able to find one for under $5.00 with little trouble.





ACTIVITY

1. Spread Elmer's glue on piece of cardboard.
2. Arrange string on glued cardboard allow to dry.
3. Paint or ink.
4. Press inked string design on clean paper.

VARIATIONS
1. GLue string on a can or jar.
2. Ink or paint string.
3. Roll jar over clean paper creating a design.

MATERIALS

1. String.
2. Elmer's Glue.
3. Cardboard.
4. Tempera paints or ink-brayer.
5. Clean paper.
6. Can or jar.

OBJECTIVES: CHECK ONE OR MORE THAT APPLIES

_____ VALUING x AFFECT x REASONING SKILLS x INTERDISCIPLINARY x PERFORMING ARTS

CULTURAL ARTS
SUGGESTED ACTIVITIES

TEACHER _____ SUBJECT Arts and Crafts MAJOR TOPIC Picture Making
Geometric Designs

OBJECTIVES SKILL:

Experimentation and exploration of color within a geometric design.

ACTIVITY

1. Scribble a line design encompassing the entire paper.
2. Color each sement of the design individually.

Variations:
Use only the warm or only the cool colors.

MATERIALS

1. Paper.
2. Crayons or colored pencils.

Or - Give each child a page to color from the exciting book of geometric line patterns:
Altair Design - Ensor Holiday, Pantheon Books
Random House - 400 Hahn Road, Westminster, MD 21157 - $1.95 each

OBJECTIVES: CHECK ONE OR MORE THAT APPLIES

	VALUING	x	AFFECT		REASONING SKILLS		INTERDISCIPLINARY	x	PERFORMING ARTS

CULTURAL ARTS
SUGGESTED ACTIVITIES

TEACHER _____ SUBJECT Arts and Crafts MAJOR TOPIC Mosaics

OBJECTIVES SKILL:

To create a mosaic using any one of a variety of materials and themes. Example: cut paper mosaics of circus life.

ACTIVITY

1. Sketch out a simple pattern or scene on backing - keep in mind materials to be used.
2. Number or indicate colors to be placed in scene.
3. Carefully glue cut paper within the lines of the pattern or scene.

MATERIALS

1. See introduction list.
2. Strong backing for background.
3. Glue

MOSAICS

The mosaic is distinguished from a collage mainly by its use of many small pieces with similar characteristics glued side by side to build up a design.

MATERIALS USED ARE: Seeds, macaroni, spaghetti, noodles, stones, pebbles, hardware (washers, nuts, nails), cereal, cut paper squares, thumbtacks, tiles, eggshells.

OBJECTIVES: CHECK ONE OR MORE THAT APPLIES

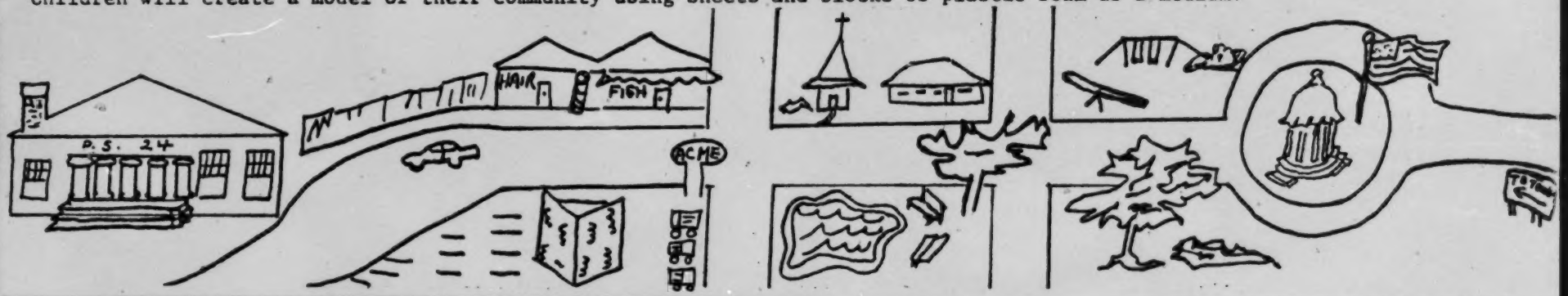
_____VALUING x AFFECT _____REASONING SKILLS _____INTERDISCIPLINARY x PERFORMING ARTS

CULTURAL ARTS
SUGGESTED ACTIVITIES

TEACHER _____ SUBJECT Arts and Crafts MAJOR TOPIC Foam Community

BJECTIVES SKILL:

Children will create a model of their community using sheets and blocks of plastic foam as a medium.



ACTIVITY

1. Cut out plastic foam building shapes that represent various buildings in the community.
2. Arrange a map of roads or background - paint.
3. Arrange foam buildings on background - glue.

VARIATIONS:
Topographical map - cut geographical figures such as mountains, rivers, lakes, hills and plateaus out of foam pieces. Spray paint - arrange on a map.

MATERIALS

1. Sheets and blocks of plastic packing foam.
2. Knife.
3. Base or background.
4. Glue and paint.

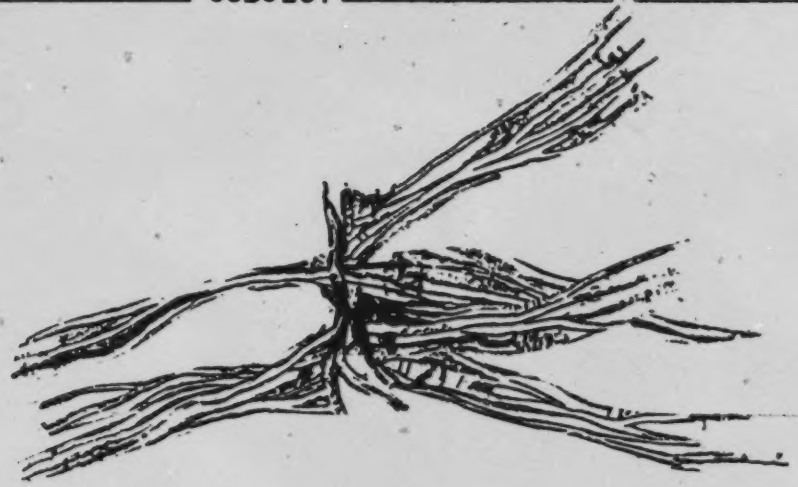
BJECTIVES: CHECK ONE OR MORE THAT APPLIES

____ VALUING	__x__ AFFECT	__x__ REASONING SKILLS	____ INTERDISCIPLINARY	__x__ PERFORMING ARTS

CULTURAL ARTS
SUGGESTED ACTIVITIES

TEACHER _____ SUBJECT Art _____ MAJOR TOPIC Spider Painting

OBJECTIVES SKILL:
"Spider" painting



ACTIVITY

1. With a spoon pour a small amount of watery tempera paint on the paper.
2. Have the children "blow-out" the paint in all directions with the straw. *Make sure the straw does not touch the paper, and that the children do not spit into the staw
3. When the children have mastered this technique with one color of paint, it can be tried with 2 or 3 colors.
4. The effect is that of a "spider-web" when completed.

MATERIALS

One (1) straw for each child
white paper
diluted tempera paint

OBJECTIVES:

CHECK ONE OR MORE THAT APPLIES

VALUING x AFFECT REASONING SKILLS INTERDISCIPLINARY PERFORMING ARTS

CULTURAL ARTS
SUGGESTED ACTIVITIES

TEACHER Lillian Mein, P.S. 11 SUBJECT Art MAJOR TOPIC Ethnic Crafts

OBJECTIVES SKILL:

To develop an understanding of popular crafts and their ethnic backgrounds.

To provide an opportunity for creative artistic expression.

ACTIVITY

(See attached)

MATERIALS

(See attached)

*Taken from "The You & Me Heritage Tree" by Phyllis and Noel Fiarotta, Workman Publishing Co., NY.

OBJECTIVES: CHECK ONE OR MORE THAT APPLIES

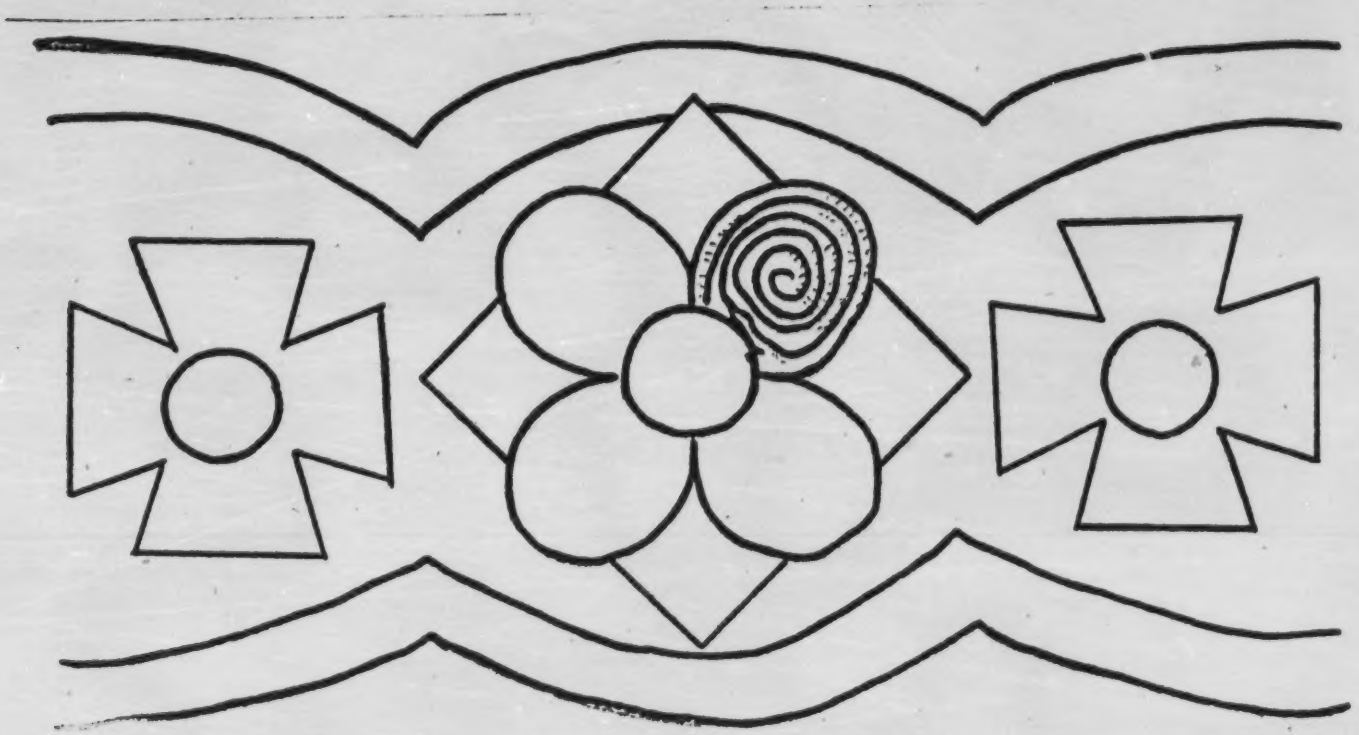
x VALUING x AFFECT REASONING SKILLS x INTERDISCIPLINARY x PERFORMING ARTS

MOSAIC SHAKER RUG

ANN LEE BROUGHT THE SHAKER COMMUNITY TO AMERICA IN 1774. THEY SETTLED IN NEW YORK AND LATER MOVED TO OHIO, INDIANA AND KENTUCKY. THE SHAKERS WERE A RELIGIOUS GROUP THAT BELIEVED IN COMMUNITY LIFE AND GREAT SELF-DISCIPLINE. THEY DESIGNED AND BUILT SOME OF THE FINEST AND SIMPLEST FURNITURE AND HOME UTENSILS AMERICA HAS EVER SEEN.

MATERIALS: BURLAP, SCISSORS, PATTERN, CARBON PAPER, PENCIL, GLUE, YARN.

1. TRACE PATTERN ON PIECE OF BURLAP.
2. CUT AND GLUE PIECES OF YARN ON PATTERN.

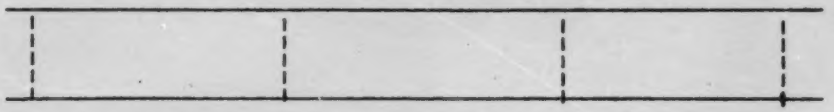


HONEYCOMB
(CHINESE)

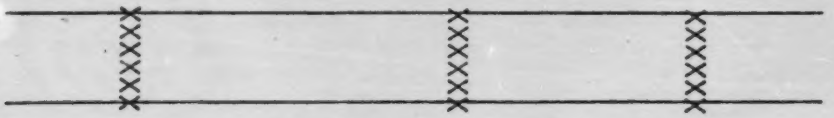
THE CHINESE PEOPLE INVENTED A PAPER CRAFT THAT YOU HAVE PROBABLY SEEN MANY TIMES. THE HONEYCOMB FANS YOU WIN AT CARNIVALS ARE AN EXAMPLE. CHINESE WOMEN GLUED AND LAYERED TISSUE PAPER TOGETHER TO FROM THIS DELICATE CRAFT.

MATERIALS: GLUE, SCISSORS, TISSUE PAPER.

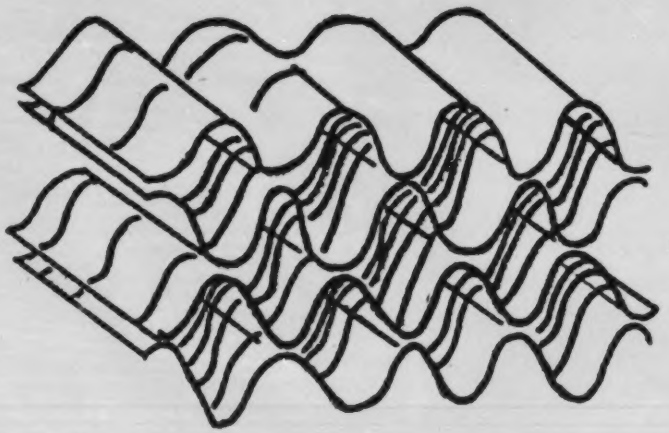
1. CUT ABOUT 10 STRIPS OF TISSUE PAPER.
2. TAKE FIRST PIECE AND MAKE 4 THIN LINES OF GLUE.



3. PLACE SECOND STRIP ON TOP OF FIRST STRIP.



4. PLACE 3 THIN LINES OF GLUE ON TOP STRIP (IN BETWEEN 1ST LINES)
5. CONTINUE ALTERNATING LINES OF GLUE UNTIL ALL STRIPS ARE DONE.
6. LET DRY.
7. OPEN INTO HONEYCOMB.

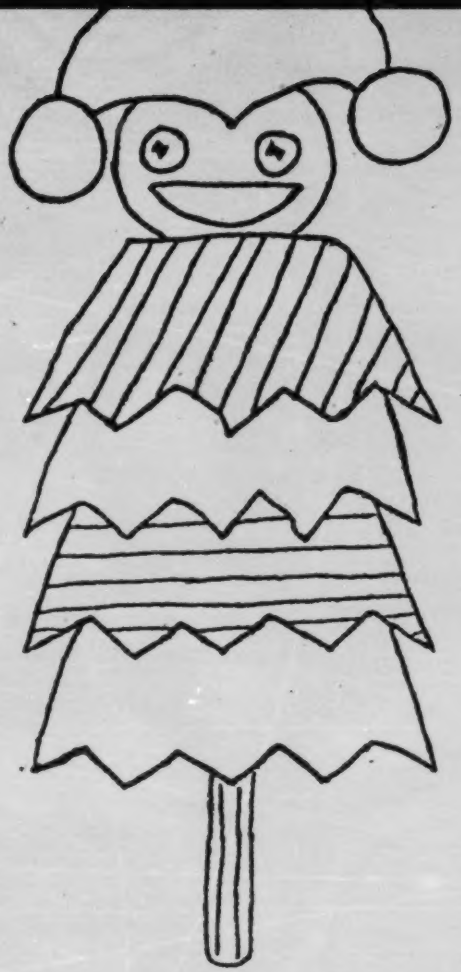


(CZECHOSLOVAKIA)

THE HANDKERCHIEF DOLL GAVE CZECHOSLOVAKIAN CHILDREN HOURS OF COMPANIONSHIP. IT WAS CARRIED IN A POCKET AND KEPT CHILDREN COMPANY ON LONG TRIPS.

MATERIALS: HANDKERCHIEF OR HEAVY PAPER NAPKINS, COTTON, RIBBON, MARKERS, YARN.

1. OPEN NAPKIN OR HANDKERCHIEF AND PLACE COTTON IN CENTER.
2. GATHER NAPKIN AND TIE TO FORM HEAD.
3. PUT IN FEATURES WITH CRAYON OR MARKER.
4. CUT STRANDS OF YARN AND PUT ON FOR HAIR.



POUPARD, JESTER ON A STICK

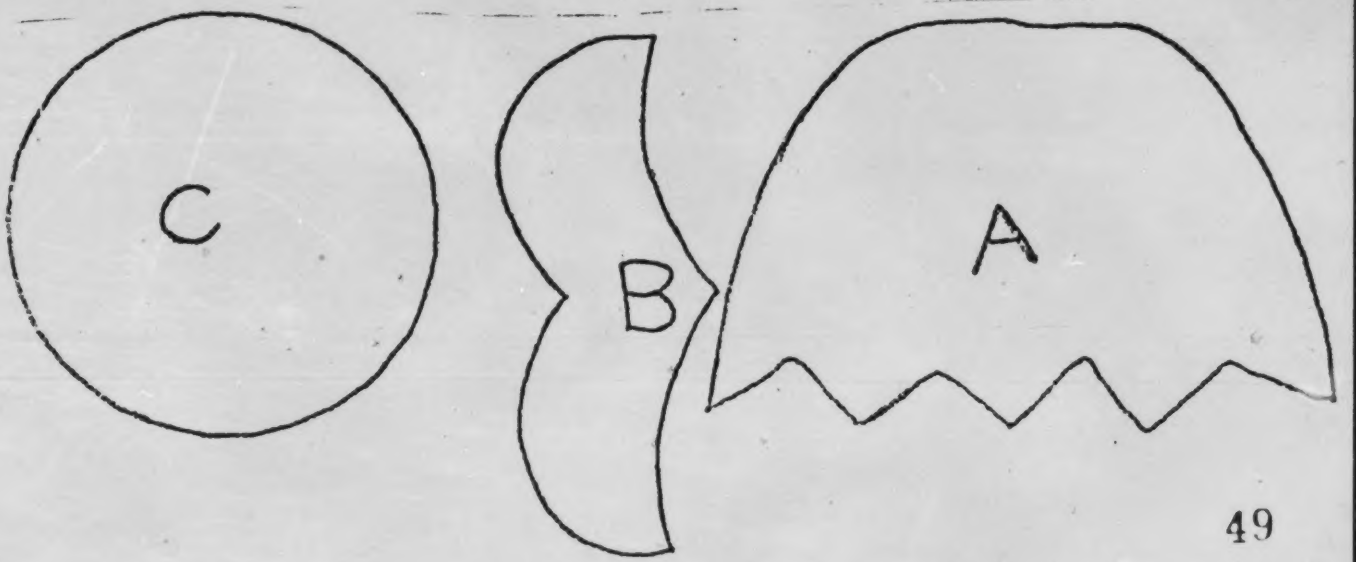
(FRENCH)

FRENCH CHILDREN PLAYED WITH A FUNNY FELLOW. HIS NAME WAS POUPARD, A CLOWN OR JESTER. HE DID ALL OF THE FUNNY THINGS A CIRCUS CLOWN DOES.

POUPARD WAS THE ONE FRIEND FRENCH CHILDREN WANTED TO BRING WITH THEM WHEN THEY CAME TO AMERICA.

MATERIALS: SCISSORS, COLORED FELT, DRINKING STRAW, GLUE, COTTON, CRAYONS

1. CUT 2 CIRCLES OF FELT (C) PLACE STRAW AND COTTON BETWEEN CIRCLES AND GLUE.
2. CUT 2 PATTERN (B) FOR HAT AND GLUE ON.
3. CUT 8 PATTERN (A) AND GLUE ON STRAW.
4. CUT OUT EYES, MOUTH ETC, AND GLUE ON.



SILHOUETTES

(FRENCH)

SILHOUETTES WERE POPULAR BEFORE THE INVENTION OF THE CAMERA. IT ALL STARTED IN FRANCE BY A MAN WHOSE NAME WAS ETIENNE DE SILHOUETTE. HE LOVED TO MAKE PAPER-CUT PORTRAITS IN BLACK OR WHITE PAPER.

MATERIALS: WHITE PAPER, PENCIL, SCISSORS, COLORED PAPER, GLUE, CRAYONS.

1. PAIR STUDENTS
2. STUDENT PLACES HEAD ON PIECE OF BLACK OR WHITE CONSTRUCTION PAPER ON DESK.
3. OTHER STUDENT TRACES AROUND HEAD AND CUTS OUT THE TRACING.
4. BACK ON CONSTRUCTION PAPER AND MAKE FRAME.
5. SECOND METHOD: PIN CONSTRUCTION PAPER TO WALL AND SHINE A BRIGHT LIGHT ON STUDENT IN PROFILE AND HAVE SECOND STUDENT TRACE OUTLINE.

STRAW SCENES

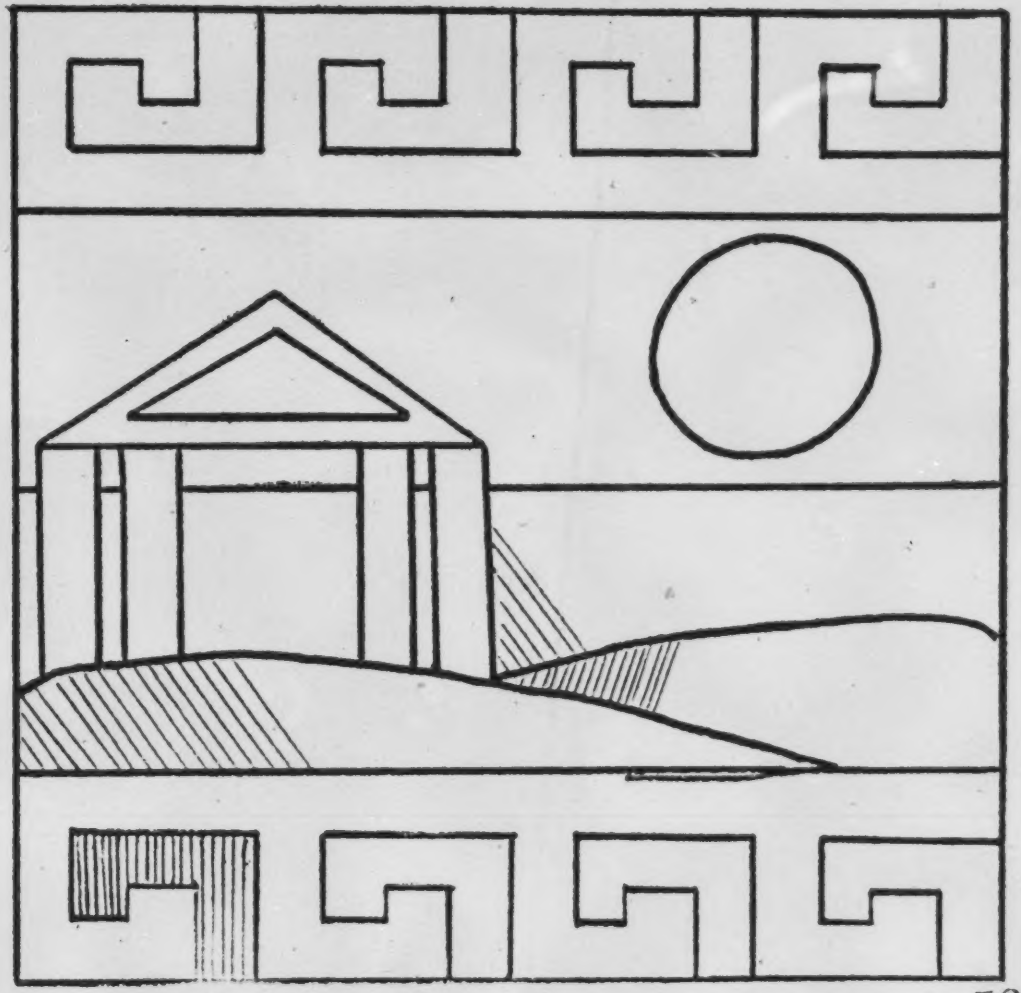
(GREEK)

IT IS SAID THAT YEARS AGO.....

GREEK PEOPLE PASSED TIME BY MAKING STRAW PAINTINGS. THEY USED SCRAPS OF STRAW TO DECORATE BOTTLES AND VASES. THE GREEK COMMUNITY CONTINUES THIS SPECIAL CRAFT WITH STRAW AND GRASS. SCENES OF TEMPLES AND OLYMPIC EVENTS WERE POPULAR.

MATERIALS: OAKTAG, STRAW, SCISSORS, TWEEZERS, GLUE, MARKERS

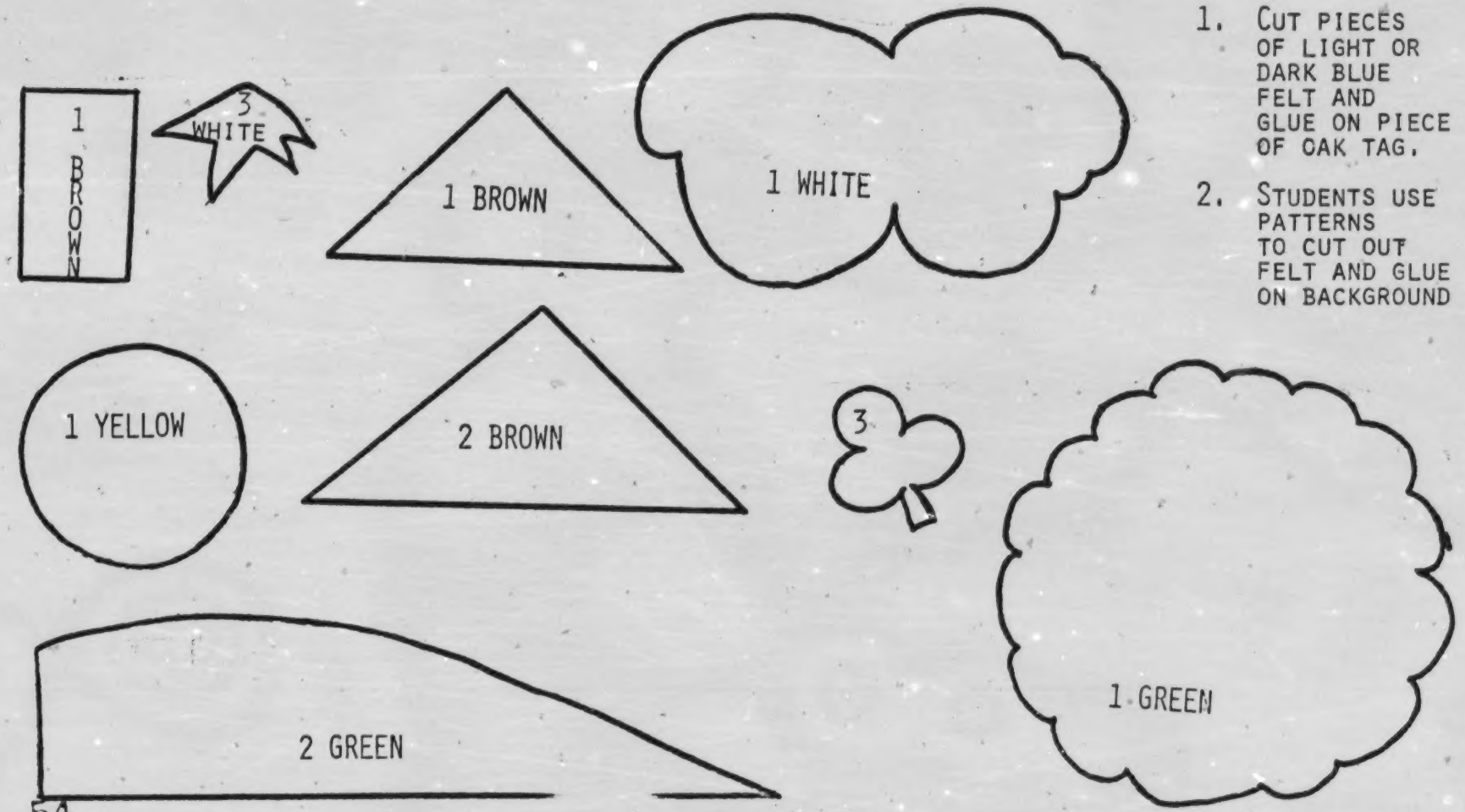
1. TRACE PATTERN ON OAKTAG.
2. CUT SMALL PIECES OF STRAW AND PLACE SIDE BY SIDE ON THE PATTERN.
3. DO ONLY SMALL SECTION AT A TIME.
4. WHEN WHOLE PATTERN IS COVERED, USE MARKERS TO COLOR STRAW.



(IRISH)

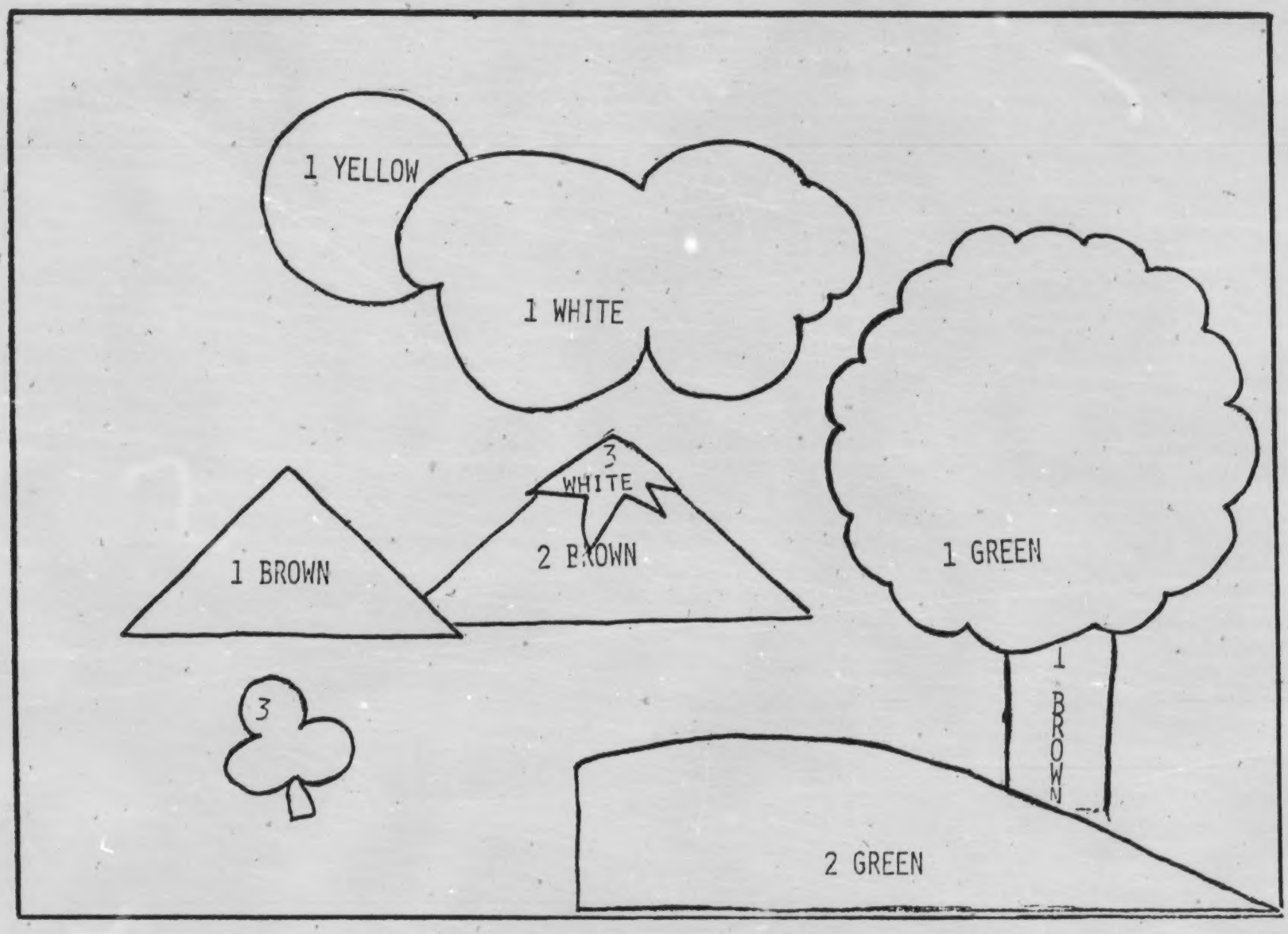
IRISH PEOPLE USED WORN OUT CLOTHING TO MAKE BEAUTIFUL FABRIC PAINTINGS. OLD CLOTHING WAS CUT UP INTO SQUARES OR RECTANGULAR CANVASES. CAREFULLY CUT FABRIC DESIGNS WERE PASTED ON IT. THE CREATIONS WERE HUNG IN THE HOME. TODAY, THE IRISH STILL CREATE FABRIC PAINTINGS. INSTEAD OF USING CLOTH TO MAKE PAINTINGS, THEY NOW USE FELT.

MATERIALS: GLUE, FELT, SCISSORS, OAK TAG



1. CUT PIECES OF LIGHT OR DARK BLUE FELT AND GLUE ON PIECE OF OAK TAG.
2. STUDENTS USE PATTERNS TO CUT OUT FELT AND GLUE ON BACKGROUND

FELT PAINTING EXAMPLE



BEADED DISH

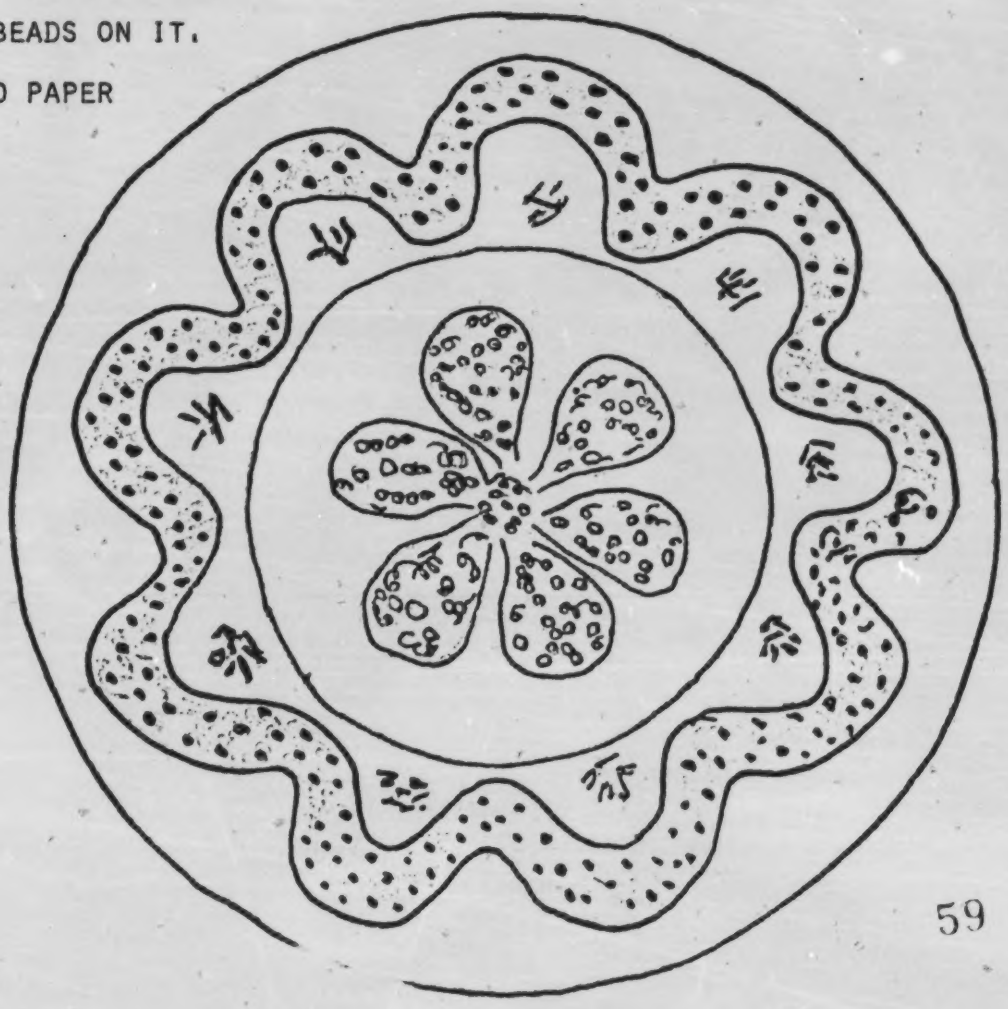
(MEXICAN)

MOST HAND DECORATED DISHES IN MEXICAN HOMES ARE MADE OF WOOD, PAINTED WITH GAILY COLORED FLOWERS. MANY USE BEADS INSTEAD OF PAINT TO DECORATE DISHES.

MATERIALS: PAPER PLATE, WAXED PAPER, BEADS, GLUE.

1. STUDENTS DRAW DESIGN ON PAPER PLATE.
2. PLACE GLUE ON SMALL AREA AND PUT BEADS ON IT.
3. WHEN DRY DROP LOOSE BEADS ON WAXED PAPER AND RE-USE FOR ANOTHER AREA.

SUGGESTION - A COLORED PAPER PLATE OR A WOOD GRAINED ONE, WOULD PROVIDE MORE CONTRAST.

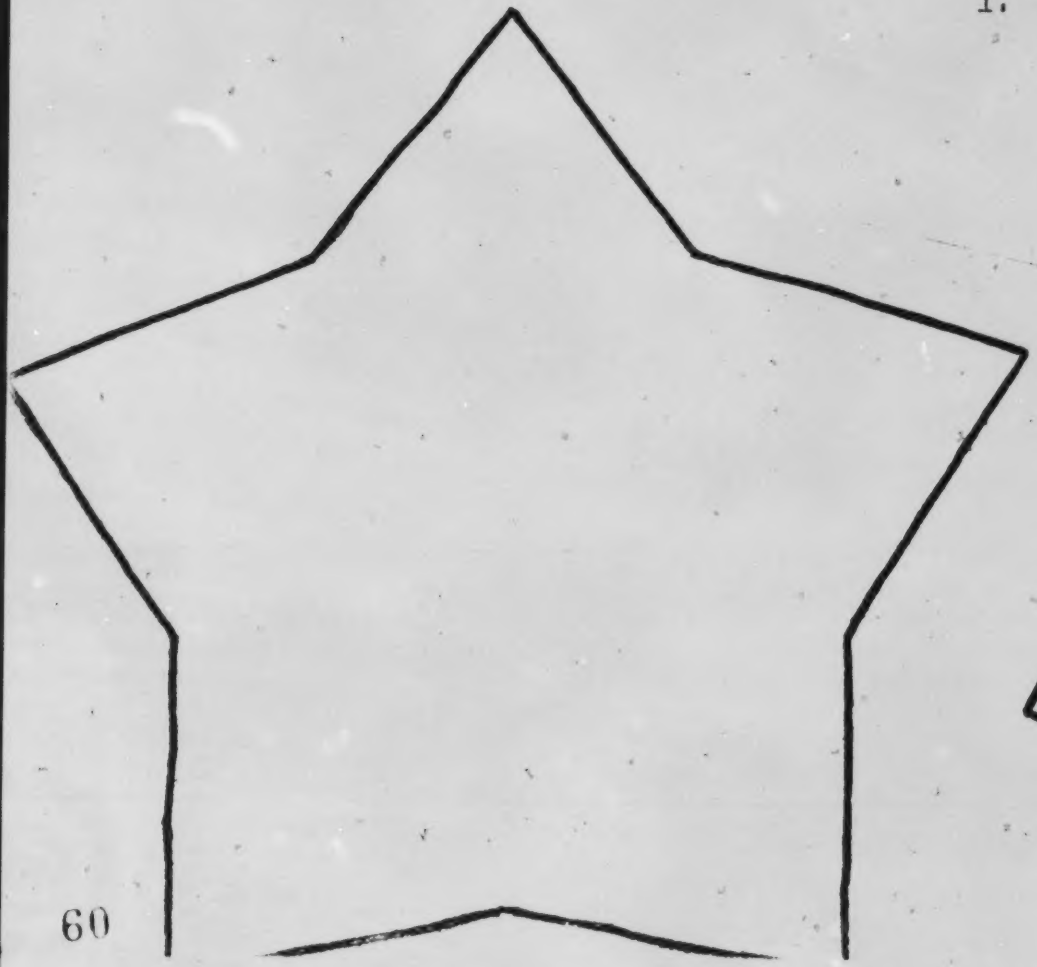


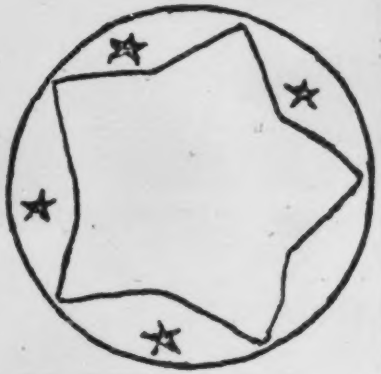
LUCKY STAR HEX SIGN
(PENNSYLVANIA DUTCH)

A HEX SIGN WITH A STAR PATTERN IS A SIGN OF GOOD LUCK. HEX SIGNS WERE MADE AND USED BY SOME OF THE GROUPS WHO SETTLED IN THE PENNSYLVANIA DUTCH COUNTRY. HEXES WERE PLACED ON BARNS TO WARD OFF EVIL SPIRITS.

MATERIALS: PENCIL, CARDBOARD, PAINTS, PAINTBRUSH, CONSTRUCTION PAPER, GLUE.

1. CUT CARDBOARD CIRCLE LARGER THAN STAR AND PAINT.
2. TRACE STAR ON CONSTRUCTION PAPER AND CUT.
3. PLACE IN CENTER OF CIRCLE.
4. CUT 4 SMALL STARS OUT OF CONSTRUCTION PAPER AND GLUE AROUND LARGER STAR.



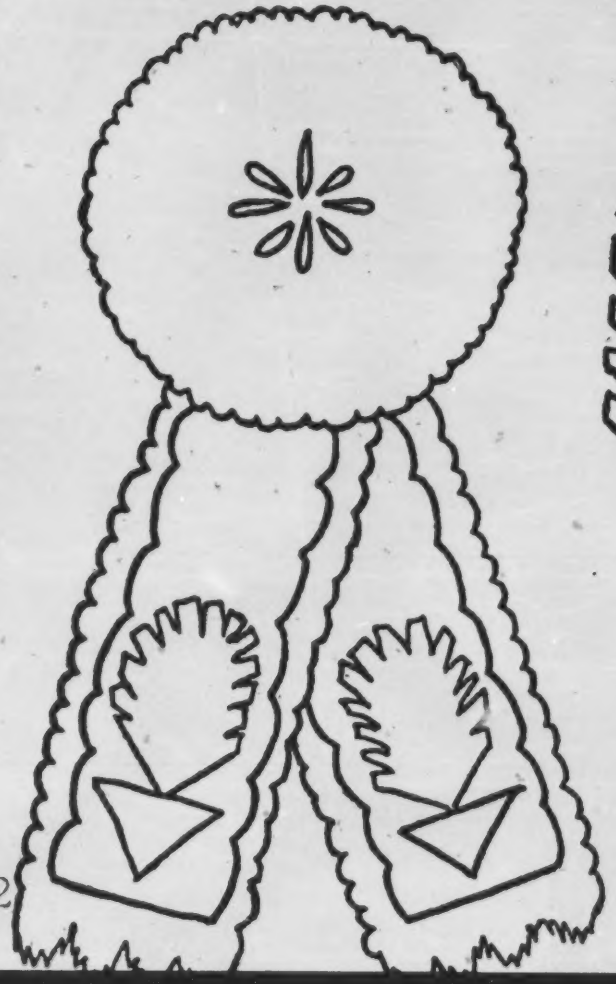


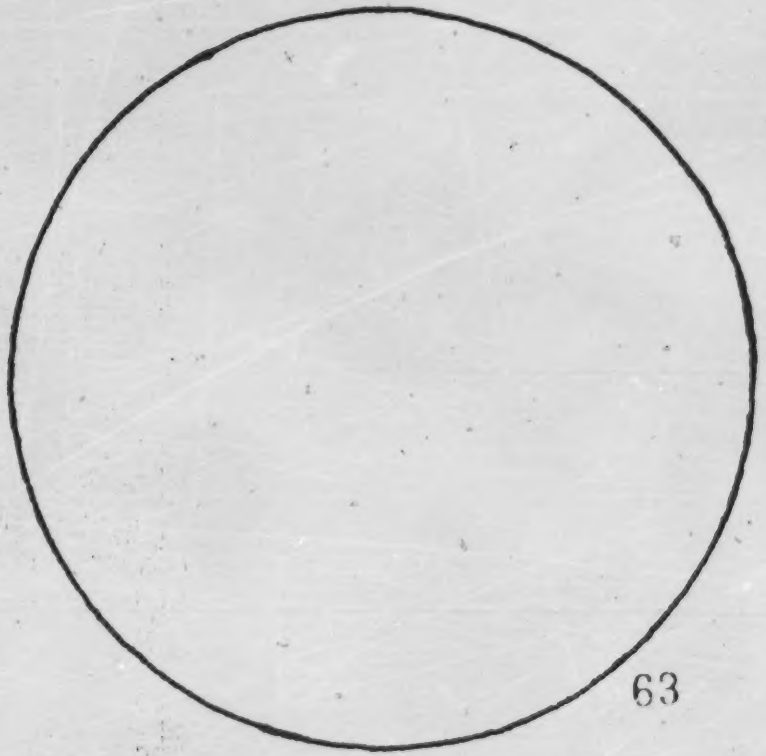
SCALLOP-EDGED RIBBANDS

(POLISH)

RIBBANDS WERE PAPER RIBBONS USED AS DECORATIONS IN POLISH HOMES. THEY TOOK THE PLACE OF RIBBONS ON BRIDAL BOUQUETS. RIBBAND MAKING IS ONE OF THE OLDEST PAPER-CUTTING CRAFTS, AND IS STILL POPULAR AMOUNG THE POLISH CITIZENS OF AMERICA.

MATERIALS: COLORED PAPER, SCISSORS, GLUE, PENCIL.





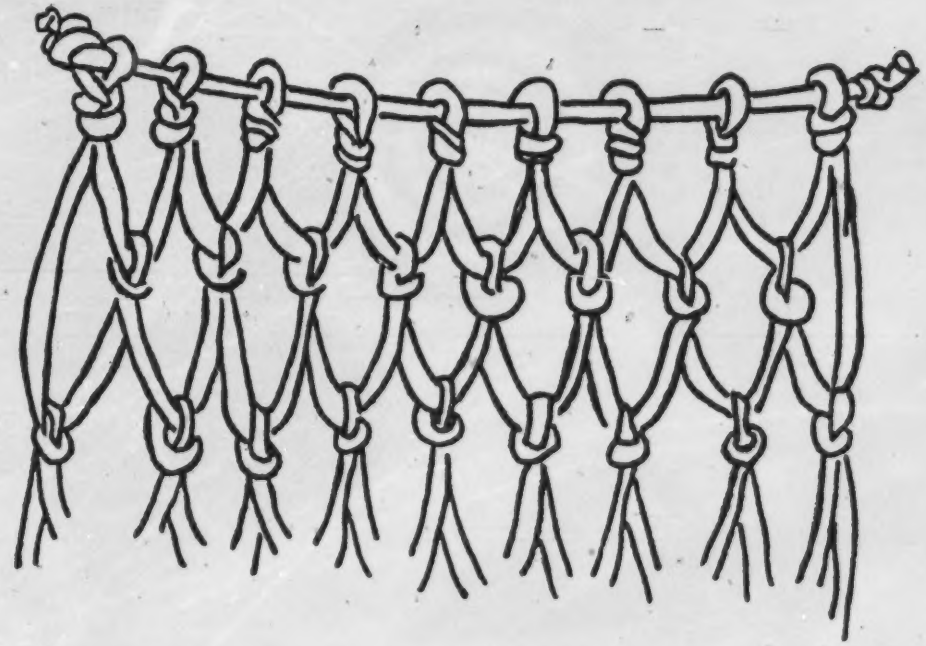
FISHNET

(SPANISH)

At fiesta time in Spanish communities, lovely señoritas are covered with beautiful lace. They wear mantillas and shawls. Many fine garments were made of knotted lace. They resemble macramé clothing or the fishnet fisherman use when they go fishing.

MATERIALS: scissors, yarn, safety pins, cardboard.

1. Cut 1 strip of yarn about 8" long and knot each end.
2. Pin at knot of cardboard.
3. Cut 9 10" strings, fold in half and tie to first string.
4. Row one knot strands 2 - 3, 4 - 5, 6 - 7, 8 - 9 etc.
5. Row two knot strands 1 - 2, 3 - 4, 5 - 6, 7 - 8 etc.
6. Repeat row one
7. Repeat row two, etc.



TROLL DOLL

(SWEDISH)

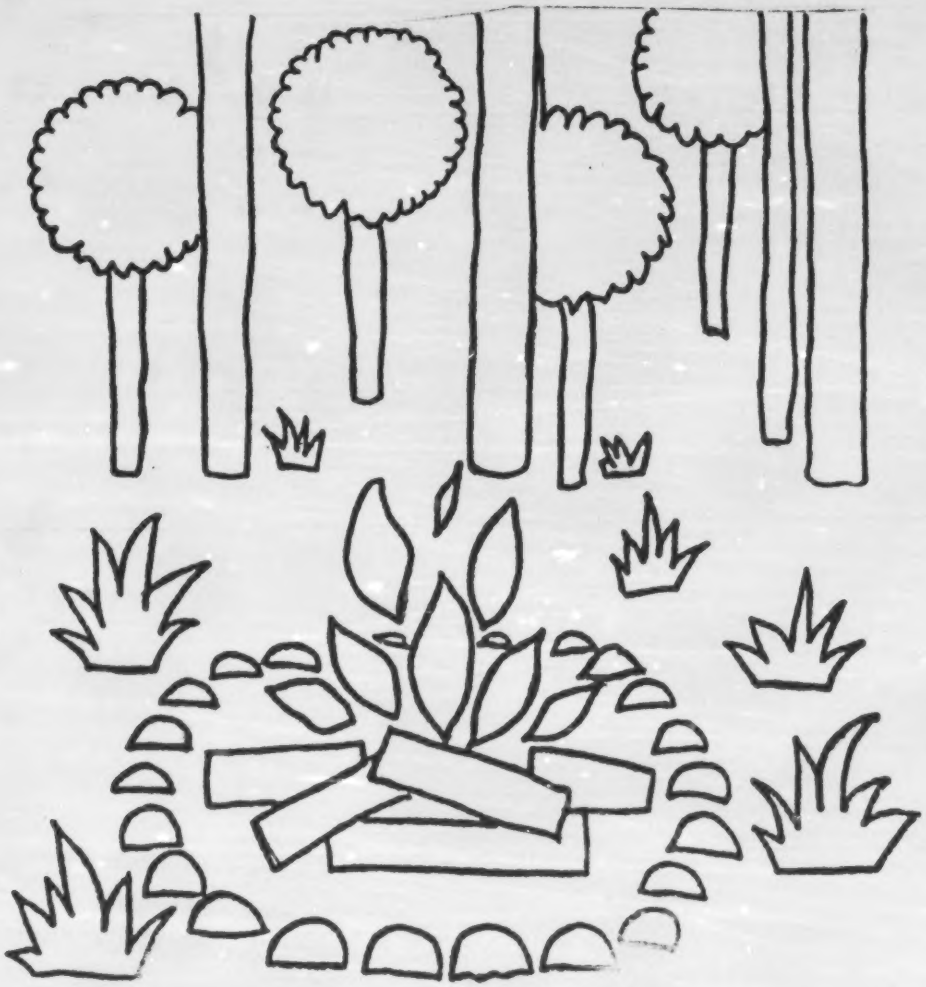
THE SWEDISH BELIEVED THAT THERE WAS A BAND OF MISCHIEVOUS TROLLS THAT NO ONE COULD CAPTURE. SOME WERE SMALL, OTHERS TALL AS TREES AND SOME WOULD BRING GOOD LUCK. THIS TROLL DOLL MAY BRING YOU GOOD LUCK. MATERIALS: CARDBOARD, SCISSORS, YARN, BOTTLE CAP, FELT, GLUE.

1. TAKE PIECE OF OAK TAG 3 TIMES AS BIG AS BOTTLE CAP.
2. TWIST YARN OVER OAK TAG ABOUT 10 TIMES. TIE ONE END AND CUT OTHER END.
3. PLACE BOTTLE CAP BETWEEN STRANDS AND TIE AT BOTTOM.
4. TAKE 8" PIECE OF OAK TAG AND TWIST YARN AROUND IT ABOUT 20 TIMES. TIE EACH END.
5. CUT 8" CARD BOARD IN HALF FOR THE SAME THING.
6. FOLD LONGER PIECE IN HALF AND PLACE SHORTER PIECE IN BETWEEN TO FORM ARMS.
7. TIE AT WAIST.
8. TAKE PIECE OF FELT AND FOLD INTO CONE FOR HAT GLUE ON.

GLASS PAINTING
(UKRANIAN)

UKRANIAN PEOPLE PAINTED BEAUTIFUL PICTURES ON GLASS. PICTURES WERE PAINTED BACKWARDS ON ONE SIDE OF THE PANE OF GLASS. IT IS LIKE PAINTING YOUR REFLECTION IN A MIRROR OR POND.

MATERIALS: CARDBOARD, PLASTIC WRAP, MARKERS, PATTERN TAPE.



1. PLACE PATTERN UNDER PIECE OF SARAN WRAP.
2. TRACE WITH MARKER AND COLOR IN.
3. MAKE 2 FRAMES WITH OAK TAG.
4. TAPE SARAN WRAP TO ONE--
5. GLUE 2 FRAMES TOGETHER

SCULPTURE & MODELING

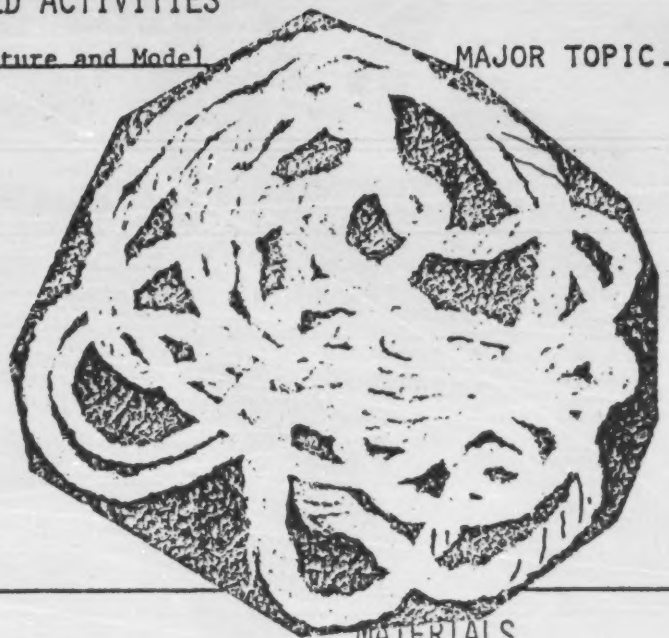
Creative and interesting sculptures and models can be developed from a variety of forms. The first and most common form is that of experimentation with clay. It is important to allow children to play with the clay long enough to discover a full scope of possible forms. So, the first exercises can be just free experimentation to get a feel for the material. The real meaning of clay activity lies in the process and not the finished product. The beating, rolling, pinching, pushing and feeling of the clay is what really counts.

Paper is another medium which is conclusive to exciting sculpture forms. Paper can be cut, bent, curled and rolled simply because it has grain. With this in mind, a whole fantasy world can emerge from paper sculptures ranging from curly trinkets to cuperbly crafted reproductions of lengendary Castles - on - the - Rhine.

CULTURAL ARTS

SUGGESTED ACTIVITIES

TEACHER _____ SUBJECT Sculpture and Model MAJOR TOPIC String Sculpture



OBJECTIVES SKILL:

To construct string sculpture.
To develop motor skills.
To provide opportunity for creative expression.

ACTIVITY

1. Blow up balloon
2. Cut about 10 pieces of string 18" long
3. Dip string in glue colored with food coloring (Make sure string is completely covered)
4. Wrap around balloon
5. Let dry 24 hours
6. Break balloon and remove

MATERIALS

balloons
food coloring
Elmer's glue
thick string
scissors

73

OBJECTIVES: 72

CHECK ONE OR MORE THAT APPLIES

VALUING	AFFECT	REASONING SKILLS	INTERDISCIPLINARY	PERFORMING ARTS
			x	

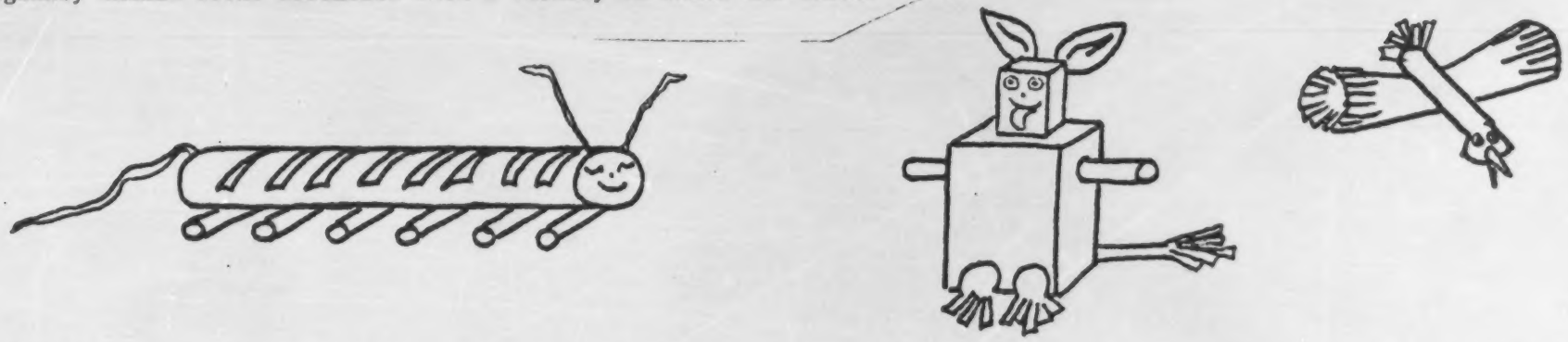
CULTURAL ARTS

SUGGESTED ACTIVITIES

TEACHER _____ SUBJECT Sculpture and Model MAJOR TOPIC Box Sculpture

OBJECTIVES SKILL:

Imaginary animal forms assembled with a variety of boxes and tubes.



ACTIVITY

1. Assemble various boxes until a pleasing animal form is created.
2. Glue boxes to one another to make a composite whole.

MATERIALS

1. Collect boxes in a variety of shapes sizes and colored patterns.
2. Scissors.
3. Glue

OBJECTIVES: CHECK ONE OR MORE THAT APPLIES

_____VALUING _____AFFECT _____REASONING SKILLS _____INTERDISCIPLINARY _____PERFORMING ARTS

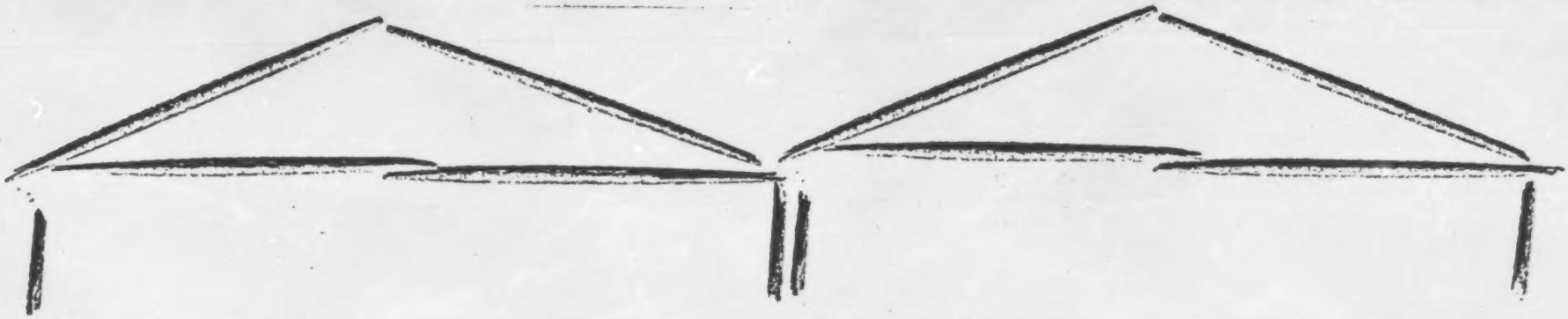
CULTURAL ARTS

SUGGESTED ACTIVITIES

TEACHER _____ SUBJECT Sculpture and Model MAJOR TOPIC Straw Structures

OBJECTIVES SKILL:

The children will form a variety of geometric shapes and structures such as bridges, towers, etc, from straws.



ACTIVITY

1. Allow free experimentation of straw construction of simple and solid based shapes.
2. Fasten straws together with any one of the connecting materials.

MATERIALS

1. Plastic straws, at least 25 per person.
2. Connecting material:
   a. paper clips
   b. clay
   c. pipe cleaners
   d. pins

OBJECTIVES: CHECK ONE OR MORE THAT APPLIES

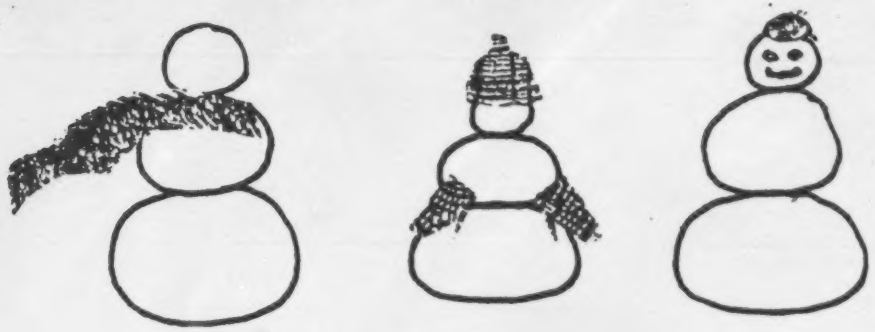
_____ VALUING x AFFECT x REASONING SKILLS _____ INTERDISCIPLINARY x PERFORMING ARTS

CULTURAL ARTS
SUGGESTED ACTIVITIES

TEACHER _____ SUBJECT Sculpture and Model MAJOR TOPIC No Melt Snowpeople

OBJECTIVES SKILL:

Children will create snowpeople from plastic foam packing material.



ACTIVITY

1. Students working individually or in groups draw outlines of snowpeople on background material.
2. Cut out hat, gloves, scarf, eyes, nose, mouth, etc. from fabric or paper scraps.
3. Glue in place on backing.
4. Glue foam packing pieces to remaining area.
5. Fill in background with patchwork design.

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MATERIALS

1. Foam packing material.
2. Scraps of fabric or colored paper.
3. Background material-cardboard, masonite, etc.
4. Glue
5. Scissors

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OBJECTIVES:

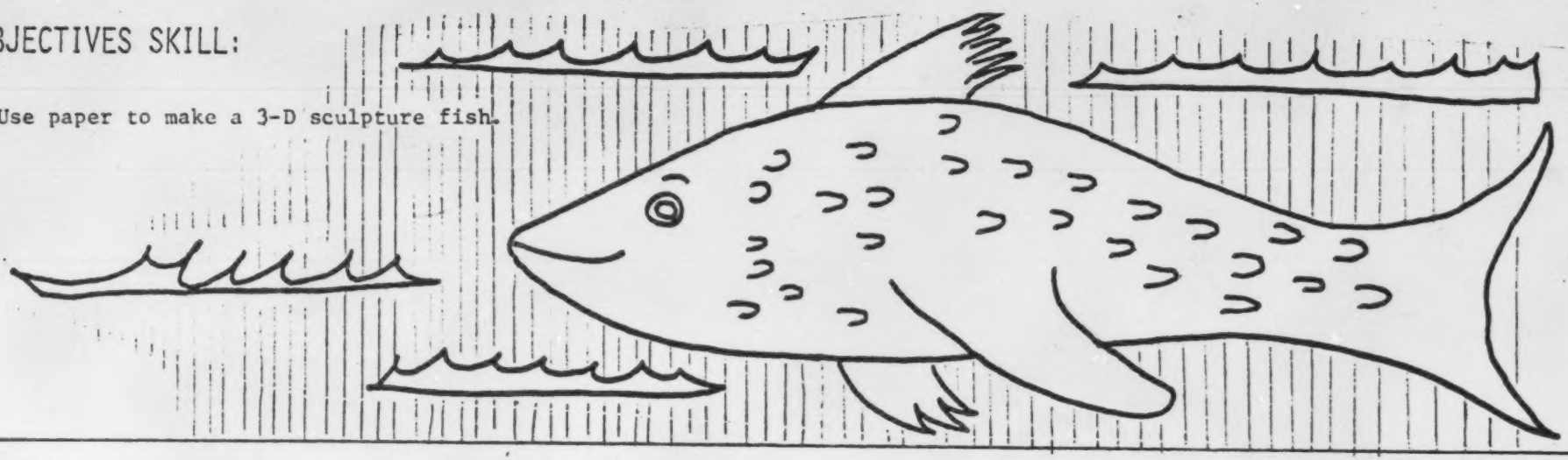
CHECK ONE OR MORE THAT APPLIES

VALUING	x	AFFECT	REASONING SKILLS		INTERDISCIPLINARY	x	PERFORMING ARTS

CULTURAL ARTS

SUGGESTED ACTIVITIES

TEACHER _____ SUBJECT Sculpture and Model MAJOR TOPIC Paper Sculpture Fish



OBJECTIVES SKILL:

Use paper to make a 3-D sculpture fish.

ACTIVITY

1. Cut out shape of fish, approximately 10" long on white paper.
2. Place cut out fish against colored corrugated paper.
3. Outline shape of fish on corrugated paper with colored pencil.
4. Cut slits in corrugated paper and insert narrow strips of white paper for waves.
5. Scales and fins are cut from white paper and inserted into slits cut in fish.
6. Fasten fish to corrugated paper base in three places (1 under mouth and 2 on tail). Paste tabs down to back of corrugated paper through slits cut in corrugated paper.

MATERIALS

1. Colored corrugated paper 12" x 8"
2. Stiff white paper of different textures.
3. Knitting needle.
4. Pencil.- colored
5. Scissors.
6. Razor blade or cutting pen.

SIMILAR SUBJECTS: Automobile, Noah's Ark, bridge, castle, clown, dragon, elephant, owl, factory, harlequin, lion, palace, parrot, etc.

OBJECTIVES: CHECK ONE OR MORE THAT APPLIES

80

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CULTURAL ARTS

SUGGESTED ACTIVITIES

TEACHER _____ SUBJECT Sculpture and Model _____ MAJOR TOPIC Cut Paper Silhouettes

Shepherds in the Field

OBJECTIVES SKILL:

A group of children will design and create a cut paper scene of shepherds and their flock silhouetted in a field

ACTIVITY

1. Introduce concept of shepherds - beards, sticks, hooded capes, kneeling, standing, etc. Discuss sheep.
2. Give each child a piece of 8 x 5 colored paper.
3. Direct child to cut out profile of a shepherd in one piece. Cut large areas - add details later. (Head, body, legs, etc.)
4. Add 2 or 3 decorative features in different colors (bells, hats, collars).
5. Press cut out figure in a book.
6. Cut out sheep. Paper size approximately 6" x 7"
7. Arrange scene on background paper and glue.

MATERIALS

1. A variety of colored paper such as magazines, catalogues, wall paper, construction paper, etc.
2. Pointed scissors.
3. Glue.
4. Background sheet of neutral colored paper, ex. gray, beige, approx. 60"x20"

OTHER SILHOUETTE SUBJECTS:
Ali Baba and 40 Thieves, Aquarium, artists, flowers, picnic, troups of clowns, harbor, zoo, Indians, seascape or harbor, horse race or hunt, bicycle race or magic garden.

OBJECTIVES: CHECK ONE OR MORE THAT APPLIES

CULTURAL ARTS

SUGGESTED ACTIVITIES

TEACHER _____ SUBJECT Sculpture and Model MAJOR TOPIC Straw Kite

OBJECTIVES SKILL:

Develop an interest in 3-D geometry through the construction of a kite.

ACTIVITY

1. Pass string through 3 straws (You can suck it through), tie ends to form a triangle.
2. Add 2 more straws to make second triangle, then attach the third to form a tetrahedron.
3. Cover 2 sides with tissue paper.
4. Attach a 3 foot tissue paper tail.
5. Fasten to harness as shown.

MATERIALS (each kite will need:)

1. Six straws.
2. Light string.
3. Tissure paper or thin plastic wrap.
4. Glue or tape.

OBJECTIVES: CHECK ONE OR MORE THAT APPLIES

VALUING ... PERFORMING

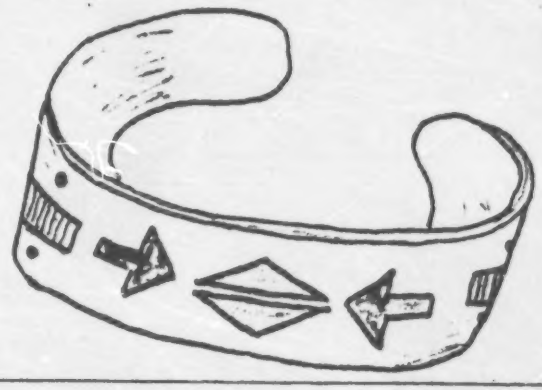
CULTURAL ARTS

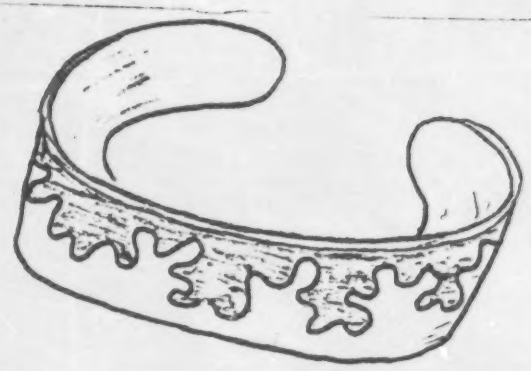
SUGGESTED ACTIVITIES

TEACHER _____ SUBJECT Sculpture and Model MAJOR TOPIC Wooden Bracelets

OBJECTIVES SKILL:

Children will decorate and stylize bracelets made of wood.





ACTIVITY

1. Boil water in a shallow pan.
2. Using 2 pairs of tongs place tongue depressor in water and bend one end at a time until bracelet shape is formed (bend slowly not to crack the wood).
3. To set curve put a heavy rubber band around depressor. Soak it in water for about 20 minutes.
4. Allow to dry overnight.
5. Decorate dried bracelets the next day.
6. If tempera paint is used, coat with shellac to prevent smudging.

MATERIALS

1. Wooden tongue depressors.
2. Boiling water.
3. Heavy rubber bands.
4. Tempera paint or acrilic.
5. Two pairs of tongs.

OBJECTIVES: CHECK ONE OR MORE THAT APPLIES

86 PERFORMING

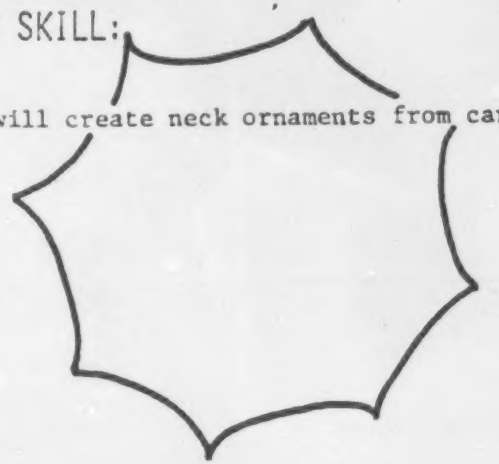
CULTURAL ARTS

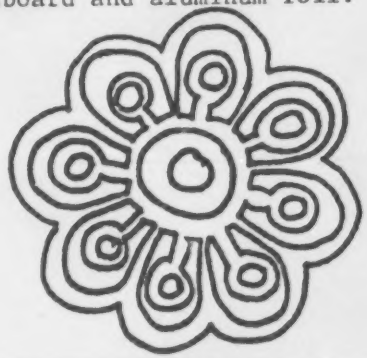
SUGGESTED ACTIVITIES

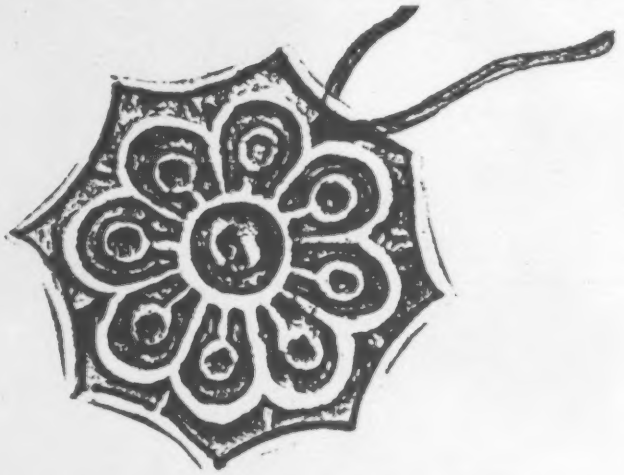
TEACHER _____ SUBJECT Sculpture and Model MAJOR TOPIC Foil Pendents

OBJECTIVES SKILL:

Children will create neck ornaments from cardboard and aluminum foil.







ACTIVITIES

1. Cut basic shapes from cardboard.
2. Stack shapes together and glue.
3. Brush with glue.
4. Cover with foil-try to avoid tearing
5. Rub shoepolish or India Ink over foil.
6. Remove high spots with paper towels.
7. Coat medallion with clear varnish.
8. Punch hole-insert string, ribbon, leather tie, etc.

MATERIALS

1. Cardboard.
2. Aluminum foil
3. Shoepolish or India ink.
4. Clear varnish.
5. String.
6. Glue and scissors.

OBJECTIVES: CHECK ONE OR MORE THAT APPLIES

88

89

THE COLLAGE

The art of the collage is that of bringing together fragments of objects, paper, line and color and attaching these items in a designed way to a flat surface.

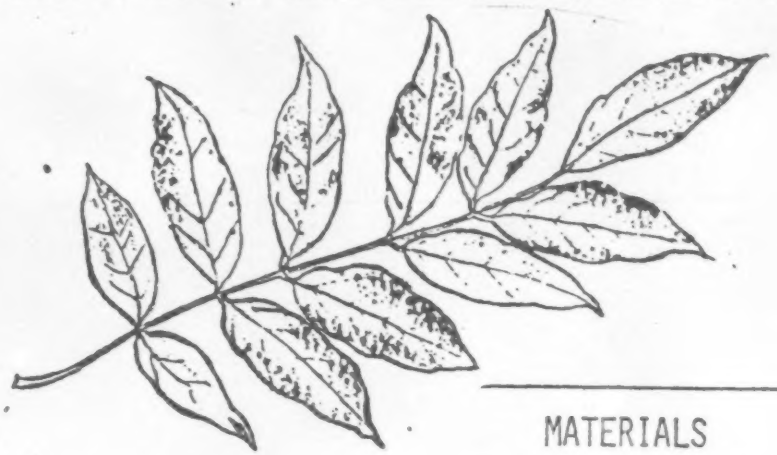
MATERIALS: White glue, paper for background (fairly stiff), scissors, paints and brushes, newspaper, wallpaper samples, contact paper scraps, magazine ads and photos, colored paper, cut-up boxes, colored tissue paper, aluminum foil, wrapping paper, linoleum scraps, place mats, recycle items (metal, wood, leather, plastic, cardboard), playing cards, match boxes, buttons, bottle caps, lids, blocks, nails and hardware, personal items, seeds, beans, leaves, twigs, dried flowers, grasses, bark fragments, pebbles, bones...

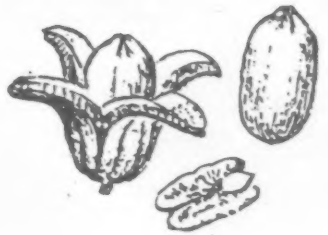
SUGGESTED ACTIVITIES

TEACHER _____ SUBJECT Arts and Crafts MAJOR TOPIC Natural Objects Collage

OBJECTIVES SKILL:

Create a collage using objects collected from nature to show the different stages of growth in a simple plant.





ACTIVITY

1. Arrange collected items in proper order of plant growth.
2. Glue to background.

VARIATIONS

1. Sketch a picture in the background of a flower or plant or tree.
2. Arrange seeds according to size, color, shape in drawing - include leaves, twigs, etc.
3. Glue

MATERIALS

1. Collect seeds, twigs, leaves, roots, etc.
2. Glue
3. Background paper or cloth such as burlap.

1. Various size seeds.
2. Leaves, twigs.

OBJECTIVES:

CHECK ONE OR MORE THAT APPLIES

_____VALUI AFFECT REASONING SKILLS INTERDISCIPLINARY PERFORMING ART

CULTURAL ARTS

SUGGESTED ACTIVITIES

TEACHER _____ SUBJECT Arts and Crafts MAJOR TOPIC Paper Scrap Collage About Me.

OBJECTIVES SKILL:

Creation of a collage design that will be a direct statement about each child and the things he/she likes and/or associates him/her self with at the time.

ACTIVITY

1. Place butcher paper on the floor.
2. Have child lie on paper
3. Trace an outline of the child.
4. Child is to fill his/her outline with magazines pictures that tell about him/her.

MATERIALS

1. Magazines to cut up.
2. Scissors.
3. Glue.
4. Large butcher paper.

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CHECK ONE OR MORE THAT APPLIES

PERF95MING

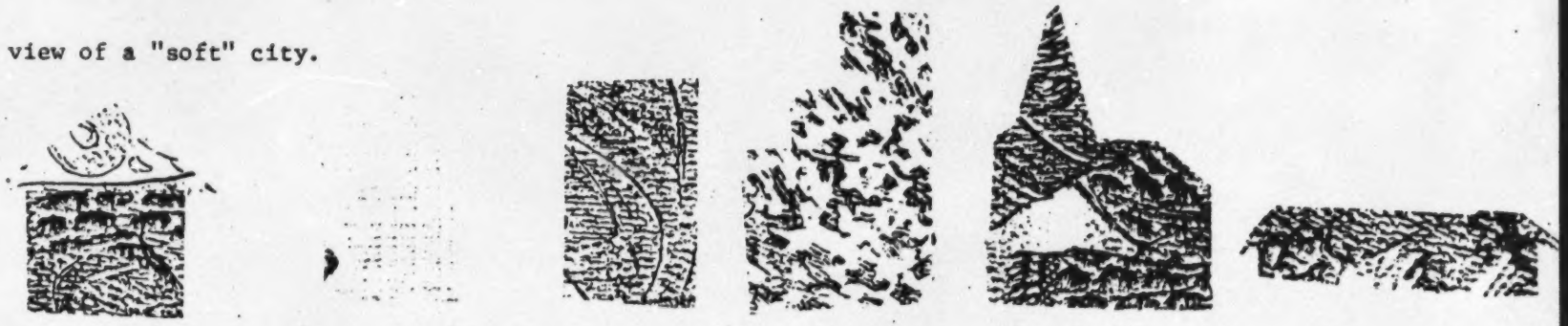
CULTURAL ARTS

SUGGESTED ACTIVITIES

TEACHER _____ SUBJECT Arts and Crafts MAJOR TOPIC Cloth Scrap Collage

OBJECTIVES SKILL:

Create a collage view of a "soft" city.



ACTIVITY

1. Cut cloth into squares, rectangles, and other geometric shapes to represent buildings.
2. Arrange shapes to create a city scene.
3. Glue to background.

VARIATIONS

Depict a human face with cloth and other scraps.

MATERIALS

1. Scraps from home sewing box: lace, brickbrack, yarn and thread, netting burlap, discarded clothes.
2. Glue.
3. Scissors.

OBJECTIVES: 96 CHECK ONE OR MORE THAT APPLIES

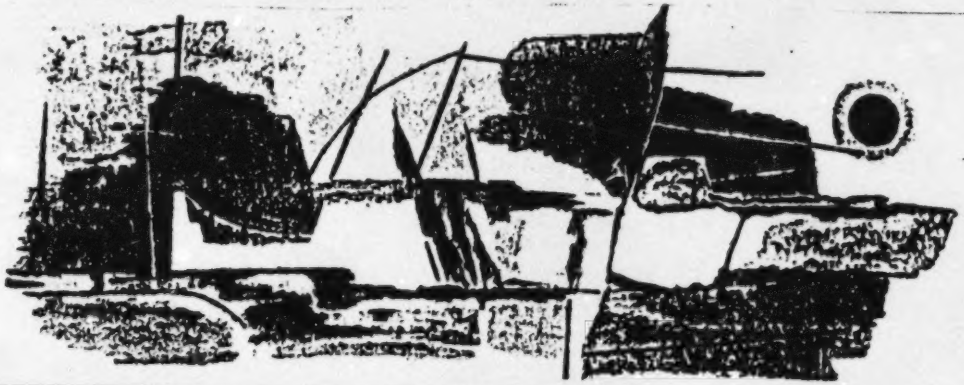
CULTURAL ARTS

SUGGESTED ACTIVITIES

TEACHER _____ SUBJECT Arts and Crafts MAJOR TOPIC Paper Scrap Collage

OBJECTIVES SKILL:

To create a scrap paper collage using a random arrangement of torn scraps of colored paper.



ACTIVITY

1. Randomly arrange torn scraps of colored paper until a satisfying design is reached.
2. Glue to background paper.

VARIATION I:

1. Follow the procedure for the torn paper collage using magazine photos.

VARIATION II:

1. Select one sheet of paper as base.
2. Cut a design from 2nd sheet and glue to base.
3. Cut a smaller and slightly altered version of the same design in step 2 and glue on top of base and cut design.
4. Cut a smaller and slightly altered version of the design and glue on top.

MATERIALS

1. Torn colored paper scraps.
2. White glue.
3. Background paper.

I
1. Magazines
2. Photos

II
1. Four whole sheets of different color paper.
2. Glue
3. Scissors

OBJECTIVES: CHECK ONE OR MORE THAT APPLIES

VALUING REASONING SKILLS INTERPRETING PERFORMING

DISCOVERING TEXTURES WITH YOUNG CHILDREN

TEXTURES

Rubbings have been used throughout history by diverse cultures to convey information and aesthetic pleasure. Capturing three-dimensional effects on a two-dimensional surface is one of the satisfying experiences of making a rubbing. For children, the properties of texture are graphically sensed when rubbings are made in their own environment. By doing the rubbings themselves, the children will understand the process, analyze and reflect upon their work. This age-old art experience can be organized so that six and seven year-olds experience, appreciate and understand what they are doing.

Begin by teaching or reviewing the five senses. Have youngsters feel and react to many textures in their room. Writing their word reactions on cards and placing them near the texture will help to build a sensory vocabulary. Reading the story The Blind Man and the Elephant* will help them understand both the extent and limitations of the sense of touch.

Having explored the immediate environment, announce to the boys and girls that they will be going on a "feeling walk" in the school. Explain to them that since they connot bring the textures back, they will make rubbings of them. Demonstrate using the long side of a crayon with paper wrapper removed.

To prepare for the "feeling walk", the teacher needs to select places in the school that have interesting textures to rub. Tiled floors, metal dividers, air vents and pegboards are only a few that will suggest themselves. Tape a piece of newsprint over a piece of newspaper. The newspaper will protect the surface from any stray crayons. Number the stations clearly. Working in small groups of five to seven with an adult, have the children begin their walks at different numbers and make their rubbings. Have extra newsprint available if a piece gets used up.

Children will begin to really examine the surface after they have rubbed it. They will look and feel to see why it comes our the way it does. Vocabulary grows as they grope for the right word to express themselves. Designs emerge as they rub different ways on top of each other's rubbings. The pleasure of creating an artistically pleasing design will give a glow of satisfaction.

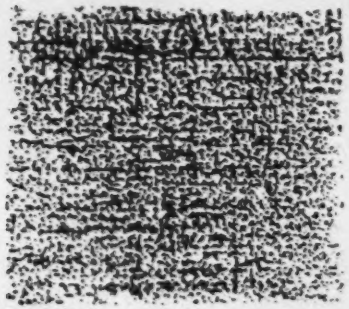
Back in the classroom, youngsters will want to make rubbings of lots of surfaces. A stack of "rubbing papers" will keep interest alive as this new awareness of the environment increases.

Now, pictures of rubbings will be viewed with real interest and appreciation and the young child will have the beginning understanding of himself as an artist in a world of artists.

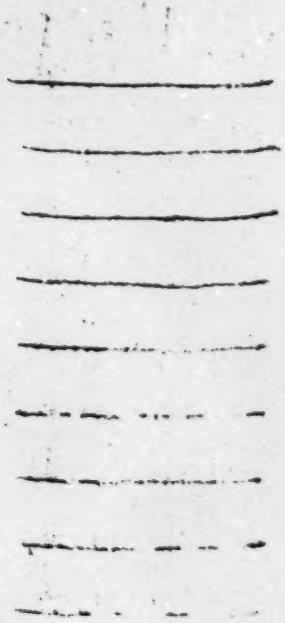
*The Blind Man and the Elephant, Lillian Quigley, Charles Scribner and Sons, New York 1959.

Jane Schisgall is Arts Specialist, Title III Program, Montgomery County Public School, Maryland.

Activities developed by Jean Synder and Terri Kane, First Grade te[illegible]rown Station Elementary [illegible].



TEXTURED WALL PAPER



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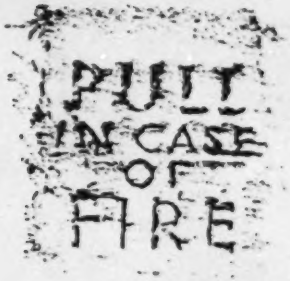
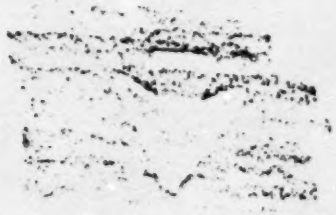
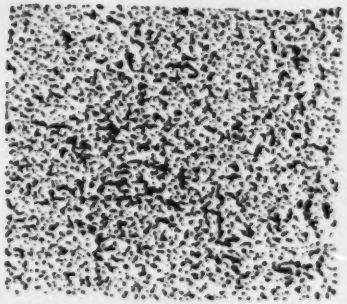


FIRE ALARM LETTERING



ELEVATOR LIGHT INDICATOR



FINISHING BRICK SURFACE

SUGGESTIONS FOR RUBBINGS: MANHOLE COVERS IN SAFE LOCATIONS, METAL EDGING OVER SEWERS, CEMENT BLOCKS, TEXTURED WALL PAPER, BRICKS, WOOD GRAIN, NAIL HEADS, COMMEMORATIVE PLAQUES, PEBBLE WALL TEXTURE. TRY ALUMINUM FOIL OR OTHER OBTAINABLE FOIL PAPERS, RUB ANY BLUNT WOODEN SPOON OR BLOCK OF WOOD OVER FOIL TO GET INTERESTING RESULTS.

The camera, picture taking, and ultimately, the development of the negatives, play an important role in the learning process for children.

The lens of the camera serves to heighten awareness and sensitivity to the environment. It is possible to initiate this process through the construction and use of make believe cameras. It is quite simple to make or to simulate a camera out of cardboard. At this level we develop the ability to follow directions integrated with creativity.

Once the camera is constructed the teacher and children can focus and describe the "picture" which is in their focus. At this level we are translating observation into verbal expression. The child learns to use descriptive language from a secure frame of reference, his perception. It is possible to tie this in with problem solving where other children have to use the description to figure out what is in the picture.

Many activities can grow out of this experience. Children can draw the pictures they are taking. They can set up a store and rent out the cameras they made. They can write stories and travel books. Add your own ideas to these.

A CAMERA IN THE CLASSROOM

"The basic function of the schools should become not the development of cultural intellect, or the production of specialists, or the creation of problem solvers or the developers of personality integration, but something in essence much simpler and a great deal more difficult. The schools should function to protect the person from DEHUMANIZATION." *

This important statement implies that the child-centered curriculum of primary education must grow into a person-centered curriculum which is on-going. Long term goals of education must then include creative activity, spontaneity, and a positive self concept.

A strong positive self concept is of primary importance because it will help the child in: 1) relationship to self 2) relationship to peers 3) relationship to significant others 4) relationship to materials and ideas.

The camera in the classroom contributes in no small measure to the attainment of these goals. Listed are a few of the many uses of the camera and photographs:

* James B. Macdonald. "The Person in the Curriculum" in PRECEDENTS AND PROMISES IN THE CURRICULUM FIELD, Teachers College Press. 1966, pp 51-52

TEACHER

Pictures of the children - contribute to a sense of self.
Use these photographs to encourage the writing of autobiographies, share these.
To develop class cohesiveness - the concept of the class as a community of persons.
Use of old photographs of the children and their parents to develop time lines and the concept of change.
Use photographs to develop new concepts, experiences that need a semi-abstract frame of reference.
Use these to trigger creative writing and build up a file of pictures for writing and discussion.
Develop the concept of photography as a vital, non-verbal means of communication.

Help children to develop an interest in photography as a vocation, as a lifelong hobby.

STUDENTS

Develop their artistic and perceptual awareness.
Builds up a sense of self through the feeling of success - it is almost foolproof to take a successful photo with the Instamatic, and in developing the proofs.
Each photo is a different way of looking at something - have many children take a picture of the same scene and view the varying perspectives.
Class projects - art exhibits, photo contests, develop themes.
Illustrate songs, poems, stories - creative writing of all kinds.
Record class trips or individual trips, write stories to accompany these photos and share with class.
A class yearbook, photos of extra-curricular activities, etc.

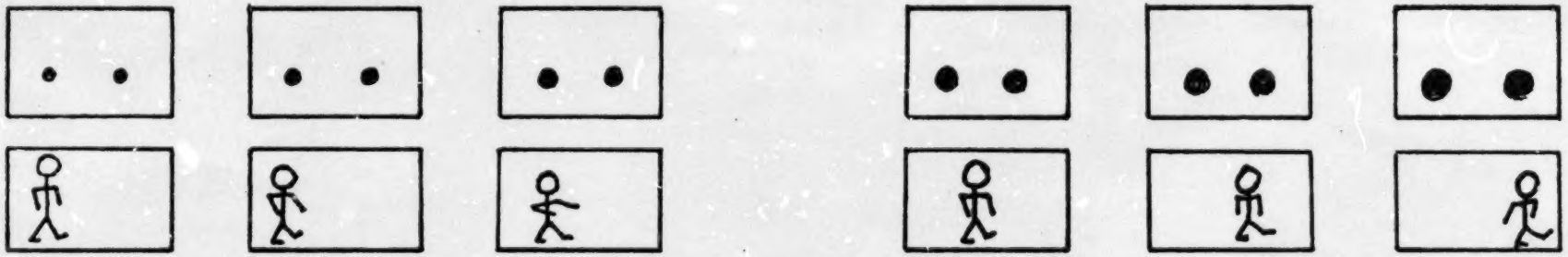
As with any learning experience, the teacher has to carefully delineate the content-process, the structure of the experiences planned with and for children. A camera can be a fun object, but with the opportunity to circumvent learning disabilities inherent in the process, it is essential to set up task cards, to develop a flow chart of picture taking, to relate child learning needs to the benefits acruing to the young picture buff.

CULTURAL ARTS

SUGGESTED ACTIVITIES

TEACHER _____ SUBJECT Photography MAJOR TOPIC Flip Book

OBJECTIVES SKILL: The children will create and experiment with a simple form of animation by making flip books.



ACTIVITY

1. Make simple drawing on bottom page of pad.
2. On each successive page repeat drawing but alter slightly.
3. Flip pages through finger - the drawings will come to life.

Three (3) kinds of movement are particularly suited to flip books.

1. movement across a page
2. movement from side to side
3. movement toward you and back

MATERIALS

Small scratch pads (3x5 or 4x6)

Magic Markers or crayons.

OBJECTIVES:

CHECK ONE OR MORE THAT APPLIES

VALUING AFFEC REASONING SKI INTERDISCIPLINARY X PERFORMING ARTS